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ABSTRACT

The implementation of instruction for a variety of vocational education and manpower needs can be facilitated by this curriculum guide. The guide includes teaching units for 16 areas of general office education, eight areas of specialized office education, and three areas of administrative office education. Each unit includes the time required for teaching the unit, teaching suggestions, standards of achievement, and a topical outline. Study units are grouped for developing proficiencies in 18 occupational clusters or families which are classified according to the Dictionary of Occupational Titles. Curriculum synopses show typical fulltime training programs for entry level occupations and for foundations in specialized information communication occupations. The units are adaptable to refresher and upgrading programs for adults. Sources of educational materials and a bibliography of instructional and reference materials are appended. (CH)

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INFORMATION COMMUNICATION OCCUPATIONS

(U.S.O.E. Classification Code 14.0400)

A Suggested Curriculum Guide

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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Manpower Development and Training Program

FOREWORD

This publication was prepared to assist those involved in teaching and in administering vocational education and manpower training programs in information communication occupations. It offers suggestions for courses of study, texts and teaching materials, and other useful information for conducting specialized training programs under current legislative enactments. The "suggested" curriculums should be adapted to meet local conditions and needs.

The guide was prepared by C. E. Leslie & Associates under the guidance of Bruce I. Blackstone for the Division of Manpower Development and Training and the Division of Vocational and Technical Education. Among those serving as consultants were specialists from business, industry, professional associations, and State-level vocational-technical programs; faculty members of college and university business education departments; and publishers' representatives. A wide range of suggestions and approaches to the subject was received and, wherever possible, incorporated into the final document. Since the resulting materials represent many opinions, no approval or endorsement of any institution, agency, or persons should be inferred.

The suggested study units for each area of specialization are intensive and should enable students to meet the job requirements of the occupational field. The study units may be modified and lengthened to include required general education studies for in-school trainees. With modifications, some of the content may be used in Manpower Development and Training Programs to prepare trainees with certain occupational objectives to learn the office skills, techniques, and personal qualities needed to secure and maintain office and clerical positions.

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October 1969

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HOW TO USE THE GUIDE

This suggested curriculum guide may be used to suit a variety of vocational education and manpower training needs. It incorporates unitized subject studies and suggested patterns for continuous education to meet specific career objectives of trainees eligible under both the Vocational Education Act of 1963 and the Manpower Development and Training Act of 1962, both as amended.

The development of this suggested curriculum guide was based on the job definitions or descriptions (including worker requirements) found in the 1965 edition of the *Dictionary of Occupational Titles*, as amended or amplified by information from professional contributors. Teachers, counselors, school administrators, and members of community vocational education committees should become acquainted with the job descriptions, worker trait requirements, and occupational prerequisites detailed in the next two sections of this guide. Since local conditions may affect some of the employment standards set forth in the occupational prerequisites, modifications may be required. The focus of teaching should be on developing trainees to meet the suggested standards of employability. Teachers should alert counselors about trainees who are not progressing adequately. This advice will enable the counselors to help the trainee by recommending greater effort, remedial training, or a possible change in the trainee's career objective in sufficient time to prevent unnecessary frustration or loss of time in vocational preparation.

Just as this type of cooperation must exist between teachers and counselors, close cooperation and full communication should exist between teachers, counselors, school administrators, community boards, employers, and employment offices.

For example, if the selection of trainees is wrong, teaching problems may be increased unduly and facilities may be used inefficiently. Or, if trainees have developed employable skills and work is not available (either full-time or for relevant experience development), skills and knowledge may decline from employability levels and, as a result, morale may be lowered. Teachers and counselors should advise department chairmen and school administrators periodically of facility and equipment needs, extent of anticipated enrollment, remedial training needs, and levels of achievement being attained within the suggested time allowances. Program offerings should be coordinated with those of other schools or with specialized schools offering specific courses of study.

Suggested Training

For each job, a group of study units is suggested for the development of proficiencies. In most instances, these units can be considered as "core" education. Thus, depending on the individual trainee's education or experience units may be deleted from, or added to, the suggested material. This flexibility should provide for the needs of the training population.

Most telephone and telegraph companies prefer to do their own training of personnel using up-to-date equipment. The cost of specialized telephone equipment on school premises for training purposes may be prohibitive and may pose certain other problems. Accordingly, subjects of study such as telephone central switchboard practices, telegraph key operation, and operation of special cabling equipment is not included. It is assumed that this training will be given by the employing company. For some jobs in these areas, it is assumed that the individual has the basic equipment operation skills and, as a consequence, the suggested training units provide for study which may help to further the trainee's career.

Basic Information Communication Occupations Training

The "Curriculum Synopses" section shows typical full-time training programs, predicated on a six-hour school day, that can be used to develop employable skills and knowledge in minimal time for several entry level occupations, and to provide a foundation for specialized information communication occupations. Because of the variations in trainee qualifications for vocational education, some alteration of this basic program may be made in order to provide units dealing with citizenship education or other State required studies. It is suggested, however, that the skill units sequence be maintained, wherever possible, since basic skills should be highest when trainees are ready to be employed.

Full-Time Training Programs

Full-time programs, which require no specialized studies, may be offered in high schools, postsecondary, and special schools. A variety of sources for remedial training should be made available to trainees who require it to profit from the regular program.

Programs which require elective or specialized studies may originate in the high school and be continued in postsecondary schools where the trainee's specialized skills and knowledges can be developed. Skills covered in the "Specialized Office Education Units" may be offered in postsecondary or area schools. The studies in the "Administrative Office Education Units" can be offered in postsecondary schools.

Provision for relevant work experience projects should be made by each local educational agency as indicated in the programs.

Part-Time Training Programs

Since the curriculums are unitized, special part-time programs can be organized in high schools or postsecondary schools to suit the needs of trainees. Such programs should be sufficiently intensive to meet approved State plan requirements.

Refresher and Upgrading Programs for Adults

Skill and knowledge units similar to the part-time programs can be selected to meet the needs of adults who wish to refresh or upgrade their skills. Careful assessment by counselors should be made of the trainee's claimed proficiencies and experience before suggesting a course of study.

Manpower Development and Training Programs

Several of the suggested full-time programs can be used for trainees qualifying under the Manpower Development and Training Act. Because the Act provides for refresher and upgrading training, the programs can be tailored to meet the variety of trainee needs as previously stated.

Suggested Standards of Achievement and Record of Completion

Each unit has suggested achievement standards. These standards are expressed in several ways, depending on the nature of the studies. Some standards, usually those dealing with basic skills, are quantitative; others are in terms of the knowledge to have been acquired—in qualitative terms, regarding attitudes, interest, and other performance criteria not easily measured objectively. Collectively, the suggested standards for each unit of study in the program should equal or exceed the employability standards.

One unifying element suggested for the various uses to which the guide may be put is the Record of Completion. This record has several purposes:

1. It safeguards the school(s) against possible misrepresentation or error by an applicant seeking a position in the occupational field, with regard to completion of a course of study.
2. It serves as a reward to motivate a student to complete a course of study successfully.
3. It can be used as a transcript for school transfer purposes or future enrollment for specialization by a trainee.
4. It can be used as a base from which counselors or teachers in the same or different schools can prepare specific programs of study for the trainee.
5. It can result in a saving of time or investigation by an employment office.
6. It can be used in lieu of grades to standardize on skill and knowledge achievements, thus saving possible embarrassment of the trainee by an employer or employer's representative. It also provides a basis to compare the trainee with other trainees from different groups, rather than solely on his performance as contrasted with trainees in a given local group.
7. It can be used as an objective measurement against certain employment standards.

The record does have the following shortcomings:

1. While providing statements of trainee skill achievement in quantitative terms, it also provides for qualitative statements. These qualitative assessments, however, are usually limited to the knowledge items of study.
2. Many judgments of proficiency are left to the individual teacher. This may result in evaluation differences. When objective tests are used, some of these differences may be reduced.

A trainee who leaves a program, either after having completed his suggested program or earlier, *should be given his Record of Completion* indicating partial or full completion of appropriate studies. *Copies of this record should be kept in the school office.*

Trainees who have been away from training for a period of time, which in the judgment of counselors, teachers, and school administrators is sufficiently long to have effected a deterioration of skills, should be reexamined when entering a vocational education program. The prerequisites for unit study may state completion of prior units of study or demonstration by the trainee of proficiencies equivalent to the standards of achievement for those prior units.

Discretion should be exercised in the evaluation of these equivalent proficiencies. The acceptance of trainees for further study should be consistent with school policies under State plans.

It is suggested that the Record of Completion show details of the program by skill and knowledge areas and the competencies achieved by the trainees. A folder for each trainee should include evaluations at the completion of each unit of study. Interim evaluations for record accuracy should be obtained from teachers. Teachers should incorporate the last quantitative measures of achievement by the trainee, as well as the qualitative judgments required by the units. One suggested version of a Record of Completion is shown in the "Selection, Guidance, and Counseling" section.

THE DICTIONARY OF OCCUPATIONAL TITLES

The third edition of the *Dictionary of Occupational Titles*, published in 1965, was produced by the U.S. Employment Service. It contains information about the world of work for use by persons engaged in the fields of manpower utilization, classification, recruitment, and selection. It is also useful for those concerned with vocational counseling, education, and training. Users of this suggested curriculum guide who may not have ready access to the *Dictionary of Occupational Titles* (D.O.T.) will find this section helpful in understanding the structure of the new D.O.T. and how information contained therein has been used in the development of the curriculums.

Since its original publication in 1939, the D.O.T. has undergone several changes to keep pace with changing job patterns and the needs of those involved in various manpower resource services. The third edition reflects the results of new occupational research and job analysis techniques, pilot studies, and contributions by industry, professional societies, trade organizations, government agencies, and subject-matter specialists. The new D.O.T. supersedes the 1949 edition of Volumes I and II, supplement of March 1955, and D.O.T. part IV issued in 1944.

The major portion of Volume I of the new issue is devoted to the names and definitions of various occupations arranged alphabetically by job titles and their commonly used alternates. Occasionally, inversion or modification of the job title is made in order to group similar jobs and to assist users to locate a definition of a particular job. The job definitions provide or imply information about the content, execution, and purpose of the work; the nature of functions performed; the significant aptitudes, interests, temperaments, knowledge, and abilities required; and the physical demands and working conditions necessitated by the particular type of work. As a consequence, the wording of the job definitions is in broad terms with an attempt to be all inclusive. Not all definitions, therefore, will coincide exactly with like jobs in particular establishments or localities. A job definition usually receives the designation of the industry in which it is found. However, jobs which are found in several industries are designated by the particular type of activity. Volume I also has information about occupational classification and coding, arrangement, and uses of the D.O.T.

Volume II of the D.O.T. presents the grouping of jobs, "having the same basic occupational, industrial, or worker characteristics to help the user discern relationships among occupations; and, as a standard approach to classifying the abilities, vocational experiences, and potential of workers." The Introduction to Volume II states: "It (the third edition of the D.O.T.) should be more useful to guidance and placement personnel in dealing with persons planning careers or seeking employment." In addition, Volume II contains a Glossary which defines technical terms found in Volume I and two appendixes which explain coding relationships and worker trait components.

Pertinent information from Volumes I and II has been abstracted selectively and is presented here.

Dictionary of Occupational Titles Coding

Each job definition has a code number of six digits. The digits have individual significance for users of the D.O.T. For example, the coding for the job definition of Correspondence Clerk (clerical), alternately titled Correspondent, is 204.288 in the D.O.T.

The First Three Digits

The first three digits of the coding, 204, refer to the occupational classification by category, division, and the further refined (referred to as such in the D.O.T.) three-digit group. The first digit refers to an occupational *category*, the second to a *division*, and the third to the subsequent *three-digit group*. There are nine number-designated occupational categories as follows:

0, 1 Professional, technical, and managerial occupations
2 Clerical and sales occupations
3 Service occupations
4 Farming, fishery, forestry, and related occupations
5 Processing occupations
6 Machine trades occupations
7 Bench work occupations
8 Structural work occupations
9 Miscellaneous occupations

The first digit, 2, places the job in the clerical and sales occupation group. A definition of category 2 as found in the section, "Occupational Group Arrangement of Titles and Codes," of Volume II reads:

2 CLERICAL AND SALES OCCUPATIONS
This category includes occupations concerned with preparing, transcribing, transferring, systematizing, and preserving written communications and records; collecting accounts; distributing information; and influencing customers in favor of a commodity or service. Includes occupations closely identified with sales transactions even though they do not involve actual participation.

The second digit, 0, refers to a particular division within category 2. The title and definition of this division is:

20 STENOGRAPHY, TYPING, FILING, AND RELATED OCCUPATIONS
This division includes occupations concerned with making, classifying, and filing records, including written communications.

The third digit, 4, refers to a three-digit group definition which is:

204 CORRESPONDENCE CLERKS
This group includes occupations concerned with composing correspondence and related items for the purpose of obtaining or giving information.

The information communication occupations listed in the D.O.T. with these first three digits (204) are shown below. The letters in parentheses in the column left of the code numbers (in this and in subsequent similiar listings) do not appear in the D.O.T., but are for reference purposes only and will be explained at the end of this subsection.

(a)	204.268	POLICYHOLDERS'-INFORMATION CLERK (insurance)
(b)		correspondent
(b)		customer-service clerk
(a)	204.288	CORRESPONDENCE CLERK (clerical)
(b)		correspondent
(d)		Claim Clerk (clerical)
(d)		Credit Man (clerical)
(d)		Fan-Mail Clerk (amuse. & rec.)
(d)		Sales-Correspondence Clerk (clerical)
(a)	204.388	CORRESPONDENCE-REVIEW CLERK (clerical)
(a)		SALES CORRESPONDENT (any ind.)

An additional information communication occupation listed in the D.O.T. under a first three-digit number of 209 is shown below. This occupation is primarily involved with issuing and recording to whom certain information of a special type has been dispensed. The first two digits, 20, are as previously defined. The third digit, 9, refers to a three-digit group definition which is:

209 STENOGRAPHY, TYPING, FILING, AND RELATED OCCUPATIONS, n.e.c.
This group includes occupations, not elsewhere classified, concerned with making, classifying, and filing records.

(a) 209.588 LIBRARY CLERK, TALKING BOOKS (library)

Persons primarily involved with running errands and delivering messages and purchases are classified under 230. The first digit, 2, places these occupations in the Clerical and Sales Occupations group, but the second digit, 3, places them in another division, defined as:

23 INFORMATION AND MESSAGE DISTRIBUTION OCCUPATIONS
This division includes occupations concerned with distribution of information and messages by mail, telephone, and in person.

The third digit, 0, refers to another three-digit group definition which is:

230 MESSENGERS, ERRAND BOYS, AND OFFICE BOYS AND GIRLS
This group includes occupations concerned with running errands; sorting and delivering letters, packages, and messages; furnishing workers with clerical supplies; and performing similar routine tasks in an office.

The occupations listed in the D.O.T., covered in this guide, with these first three digits (230) are shown below.

(a) 230.138	SUPERVISOR, MESSENGERS (tel. & tel.)
(a) 230.368	TELEGRAPH MESSENGER (tel. & tel.) II
(b)	telephone messenger
(a) 230.868	TELEGRAPH MESSENGER (tel. & tel.) I
(d)	Telegraph Messenger, Automobile (tel. & tel.)
(d)	Telegraph Messenger, Bicycle (tel. & tel.)
(d)	Telegraph Messenger, Station (tel. & tel.)
(d)	Telegraph Messenger, Walking (tel. & tel.)
(a) 230.878	MESSENGER (clerical)
(b)	delivery boy
(b)	errand boy
(b)	errand girl
(b)	floor boy
(c)	AID, ROUTE (tel. & tel.)
(c)	CASH BOY (ret. tr.)
(d)	Cash Girl (ret. tr.)
(c)	COPY BOY (print. & pub.)
(b)	mat boy
(c)	RUNNER (finan. inst.)
(a)	OFFICE BOY (clerical)
(d)	Mail Boy (clerical)
(d)	Office Girl (clerical)

Persons primarily involved with handling mail distribution and processing in an organization, mail sorting and related duties in the U.S. Post Office System, and operating various types of mail handling equipment are classed under 231, 232, 233, and 234. The first two digits, 23, place these occupations in the previously defined Clerical and Sales Occupations category and in the Information and Message Distribution Occupations division. The third digit, group definition, apportions these jobs among four groups, 1, 2, 3, and 4. The D. O. T. definitions for these groups are quoted below; following each are the occupations that are subsumed.

231 MAIL CLERKS

This group includes occupations concerned with preparing incoming and outgoing mail for distribution—stamping, reading, and sorting incoming mail, and sealing and stamping outgoing mail or packages. Mail-preparing and mail-handling machine operators are included in group 234.

(a) 231.138 MAILING SUPERVISOR (clerical)
(b) mail-room foreman
(b) manager, mail
(a) 231.388 PARCEL POST CLERK (clerical)
(b) parcel post packer
(b) parcel post weigher
(d) Parcel Post Order Clerk (clerical)
(c) MAIL ORDER SORTER (ret.tr.)
(a) 231.588 MAIL CLERK (clerical)
(b) mail room clerk
(b) mail sorter
(b) postal clerk
(d) Mail Clerk, Bills (clerical)
(c) DIRECT MAIL CLERK (clerical)
(c) REGISTERED MAIL CLERK (banking)
(a) TRUST MAIL CLERK (banking)
(a) 231.687 EXPRESS MESSENGER (r. r. trans.)
(a) SHIPPER (bus. ser.)
(a) 231.688 DISTRIBUTION CLERK (gov. ser.)
(b) mail sorter
(d) Distribution Clerk, Railway or Highway Post Office (gov. ser.)
(d) Special Distribution Clerk (gov. ser.)

232 POST OFFICE CLERKS

This group includes occupations concerned with selling postage stamps, postal cards, postal savings certificates, and U.S. Savings Bonds; writing money orders; registering and insuring mail; computing mailing costs; sorting outgoing mail; and recording daily transactions.

(a) 232.138 FOREMAN, MAILS (gov. ser.)
(b) post office supervisor
(a) 232.368 POST OFFICE CLERK (clerical)
(b) customer service post office clerk
(a) POST OFFICE CLERK (gov. ser.)
(b) mail clerk
(b) postal clerk

233 MAIL CARRIERS

This group includes occupations concerned with sorting mail and delivering it to private homes and business establishments along an established route.

(a) 233.138 FOREMAN, CARRIERS (gov. ser.)
(a) 233.388 MAIL CARRIER (gov. ser.)
(b) letter carrier
(b) postman
(b) mailman
(d) Parcel Post Carrier (gov. ser.)
(d) Special Delivery Messenger (gov. ser.)
(c) RURAL MAIL CARRIER (gov. ser.)

234 MAIL PREPARING AND MAIL HANDLING MACHINE OPERATORS

This group includes occupations concerned with operating machines to emboss names, addresses, and other matter on metal plates for use in addressing machines; to print names, addresses, and similar information on items, such as envelopes, accounting forms, and advertising literature; to address, fold, stuff, seal and stamp mail; to open envelopes.

(a) 234.582 ADDRESSING MACHINE OPERATOR (clerical)
(d) Addressograph Operator (clerical)
(a) 234.885 ENVELOPE SEALING MACHINE OPERATOR (clerical) I
(b) envelope sealer operator
(b) letter sealer operator
(a) FOLDING MACHINE OPERATOR (clerical)
(b) folder operator
(a) INSERTING MACHINE OPERATOR (clerical)
(a) SEALING AND CANCELING MACHINE OPERATOR (clerical)
(b) canceling and metering machine operator
(b) envelope stamping machine operator
(b) letter stamping machine operator
(b) postage machine operator
(d) Canceling Machine Operator (clerical)
(d) Envelope Sealing Machine Operator (clerical) II
(d) Stamping Machine Operator (clerical)
(a) WING MAILER MACHINE OPERATOR (print. & pub.)

Persons primarily involved in operating telephone switchboards, transmitting and receiving messages over telegraph equipment, answering and routing telephone calls, interviewing people, and message and distribution occupations not elsewhere classified are classed under 235, 236, 237, and 239. As previously, the first two digits, 2 and 3, place these occupations in the Clerical and Sales Occupations group and in the Information and Message Distribution Occupations division.

The third digit places these occupations in one of four groups, 5, 6, 7, or 9. The D. O. T. definitions for

these groups are quoted below. Following each are the included occupations.

235 TELEPHONE OPERATORS

This group includes occupations concerned with operating telephone switchboards to relay incoming and interoffice calls, make connections between subscribers, supply information, and calculate long distance charges.

(a) 235.138 CENTRAL OFFICE OPERATOR SUPERVISOR (tel. & tel.)
(a) TELEPHONE OPERATOR, CHIEF (clerical)
(a) 235.228 PRIVATE BRANCH EXCHANGE SERVICE ADVISOR (tel. & tel.)
(a) 235.388 RADIO MESSAGE ROUTER (tel. & tel.)
(a) 235.585 SWITCHING CLERK (tel. & tel.)
(b) reperforator operator
(a) 235.588 CLERK, ROUTE (tel. & tel.)
(a) 235.863 CENTRAL OFFICE OPERATOR (tel. & tel.)
(b) switchboard operator
(b) telephone operator
(d) Charge Operator (tel. & tel.)
(d) Long Distance Operator (tel. & tel.)
(a) GAMEWELL OPERATOR (gov. ser.)
(c) SWITCHBOARD OPERATOR, POLICE DISTRICT (gov. ser.)
(a) INFORMATION OPERATOR (tel. & tel.)
(b) information and dsa operator
(b) information girl
(b) information telephone operator
(a) TELEPHONE ANSWERING SERVICE OPERATOR (bus. ser.)
(b) interceptor operator
(b) telephone interceptor operator
(a) TELEPHONE OPERATOR (clerical)
(b) control board operator
(b) p.b.x. operator
(b) private branch exchange operator
(b) switchboard operator
(b) telephone switchboard operator

236 TELEGRAPH OPERATORS

This group includes occupations concerned with operating telegraph equipment to transmit and receive signals or messages. Includes transmitting train delay reports, train orders, etc. Occupations concerning use of telegraphic typewriters are included in group 203.

(a) 236.382 TELEFAX CLERK (tel. & tel.)
(a) 236.588 MORSE OPERATOR (tel. & tel.)
(b) station telegrapher
(b) telegrapher
(b) telegrapher cashier
(d) Morse Operator, Central News Desk (tel. & tel.)
(a) TELEGRAPHER (r.r. trans.)
(b) telephoner
(b) teletype telegrapher
(a) TELEGRAPHER AGENT (r.r. trans.)
(b) station telegrapher

237 RECEPTIONISTS AND INFORMATION CLERKS

This group includes occupations concerned with answering telephone and information requests from patrons and inquiries from employees or from visitors coming into an establishment regarding such matters as activities carried on in establishment; location of offices and employees within firm; other firms, hotels, stores, and places of interest; and transit service. Includes keeping record of callers and nature of their business, making appointments, and interviewing people to secure such information as hospital admittance data.

(a) 237.168 TRAVEL COUNSELOR (nonprofit organ.)
(b) touring counselor
(b) traveling clerk
(a) 237.368 ADMITTING OFFICER (medical ser.) I
(b) supervisor, admitting office
(a) APPOINTMENT CLERK (clerical)
(b) reception clerk
(a) INFORMATION CLERK (clerical)
(c) PAY STATION ATTENDANT (clerical)
(a) OUTPATIENT ADMITTING CLERK (medical ser.)
(a) RECEPTIONIST (clerical)
(b) reception clerk
(d) Receptionist, Doctor's Office (medical ser.)
(d) Out-patient Receptionist (medical ser.)
(c) HOSPITAL ADMITTING CLERK (medical ser.)
(b) admitting officer
(b) clinic clerk
(b) hospital receiving clerk
(b) medical clerk
(d) Appointment Clerk (medical ser.)
(a) REGISTRAR (gov. ser.)
(b) entrance guard
(a) REGISTRATION CLERK (gov. ser.) II

239 INFORMATION AND MESSAGE DISTRIBUTION OCCUPATIONS, n.e.c.

This group includes message and distribution occupations not elsewhere classified.

(a) 239.138 CABLE SUPERVISOR (tel. & tel.)
(b) traffic controller, cable
(a) CONTRACT CLERK SUPERVISOR (tel. & tel.)
(b) service representative supervisor
(a) FOREMAN, MAILROOM (print. & pub.)
(b) mail room supervisor
(a) MANAGER, DELIVERY DEPARTMENT (tel. & tel.)
(a) METER READER, CHIEF (light, heat & power; waterworks)
(a) MORSE SUPERVISOR (tel. & tel.)

(a) SERVICE OBSERVER, CHIEF (tel. & tel.)
(b) monitor chief
(a) SUPERVISOR, AUTOMATIC EQUIPMENT (tel. & tel.)
(a) SUPERVISOR, ROUTE (tel. & tel.)
(a) TELEFAX SUPERVISOR (tel. & tel.)
(a) 239.228 CONTRACT CLERK TRAINING SUPERVISOR (tel. & tel.)
(a) 239.368 COUNTER CLERK (tel. & tel.)
(d) Money Order Clerk (tel. & tel.)
(a) MAIL DISTRIBUTION SCHEME EXAMINER (gov. ser.)
(a) MANAGER, TRAFFIC (motor trans.) II
(a) PLACER (insurance)
(a) WEATHER CLERK (air trans.)
(a) 239.382 WIREPHOTO OPERATOR, NEWS (print. & pub.)
(a) 239.388 DISPATCHER, MAINTENANCE SERVICE (clerical)
(b) dispatcher
(b) maintenance clerk
(a) 239.587 MAILER (print. & pub.)
(a) MAILER APPRENTICE (print. & pub.)
(a) 239.588 CLERK, DIRECTORY (tel. & tel.)
(a) METER READER (light, heat & power; waterworks)
(d) Electric Meter Reader (light, heat & power)
(d) Gas Meter Reader (light, heat & power)
(d) Steam Meter Reader (light, heat & power)
(d) Water Meter Reader (waterworks)
(a) ROUTER (clerical)
(b) dispatcher
(b) marker, delivery
(b) routing clerk
(a) SERVICE OBSERVER (tel. & tel.)
(b) monitor
(b) observer
(a) 239.687 TUBE OPERATOR (clerical)
(b) pneumatic tube operator
(b) tube clerk
(b) tube dispatcher
(b) tube station attendant
(a) 239.688 CLERK, INSPECTION (tel. & tel.)
(a) 239.868 CALLER, INDUSTRIAL (any ind.)

Persons primarily involved in various clerical information communication occupations not elsewhere classified are also included in category 2, Clerical and Sales Occupations, but are given division and third digits of 4 and 9, respectively. The definitions and subsumed occupations are:

24 MISCELLANEOUS CLERICAL OCCUPATIONS

This division includes occupations concerned with public contact such as examining and adjusting claims and records, collecting and tracing accounts, and quoting prices; and clerical occupations not elsewhere classified.

249 MISCELLANEOUS CLERICAL OCCUPATIONS, n.e.c.

This group includes clerical occupations not elsewhere classified.

(a) 249.138 SUPERVISOR, SURVEY WORKER (clerical)
(a) 249.268 SURVEY WORKER (clerical)
(b) interviewer
(b) merchandising representative
(b) public interviewer
(d) Census Enumerator (gov. ser.)
(a) 249.368 CREDIT CLERK (clerical) I
(b) application clerk
(b) new business clerk
(d) Loan Application Clerk (banking)
(d) Loan Approval Agent (gov. ser.)
(a) LIBRARY ASSISTANT (library)
(b) book loan clerk
(b) circulation clerk
(b) desk attendant
(b) library attendant
(b) library clerk
(b) library helper
(d) Bookmobile Clerk (library)
(d) Branch Library Clerk (library)
(d) Library Clerk, Art Department (library)
(d) Library Clerk, Book Return (library)
(a) NEW ACCOUNT CLERK (clerical)
(b) account application clerk
(b) budget account clerk
(b) credit application clerk
(b) credit clerk
(b) credit interviewer
(b) new business clerk
(a) TRACER CLERK (clerical)
(b) followup clerk
(d) Mail Tracer (clerical)
(d) Missing Check Investigator (clerical)
(d) Short Report Clerk (r.r. trans.)
(d) Telegram Tracer (tel. & tel.)
(a) 249.388 COMPILER (clerical)
(d) Directory Compiler (clerical)
(d) Survey Compiler (clerical)
(c) MAILING LIST COMPILER (clerical)
(a) MEDICAL RECORD CLERK (medical ser.)
(b) coding clerk
(a) MESSENGER, BANK (banking)
(a) 249.688 BROADCAST CHECKER (radio & tv broad.)
(b) program clerk
(b) radio program checker

The letters in parentheses which precede the codings indicate the type of titles given, the manner of their listing, whether or not job definitions will be found for these titles in the D. O. T., and the way in which they appear in the "Occupational Group Arrangement of Titles and Codes" section of the D. O. T. All titles designated (a) are in capital letters and are classified

as *base titles*. Titles with designation (c), and in capital letters, are classified as *defined related titles*. The letter (b) designates *alternate titles*. Titles indented and bearing initial capitals are designated (d) and are called *undefined related titles* in the D. O. T. *Base titles* and *defined related titles* are defined in the D. O. T. *Defined related titles* bear the same code number as the *base title* and their definitions are in Volume I, indented under the base title definition. *Alternate titles* appear in lower case letters and are alternates or synonyms for the title preceding them and are not defined separately. *Undefined related titles* are contained in the body of the definition of the title under which they appear, and they are specializations of the more general duties as described in the definition.

The Last Three Digits

The three digits to the right of the decimal point (places 4, 5, and 6) refer to coding which indicates the job's relationship to Data, People, and Things, respectively. They identify the highest appropriate function in each heirarchy required by the job and when taken together indicate collectively the total level of complexity at which the worker must perform. The following table, taken from the D. O. T., presents the three groupings arranged in descending order of complexity—that is, the higher the digit, the less complex the function. Under People, the D. O. T. cautions that the relationships can only be considered in the most general sense, since the arrangement is somewhat arbitrary and each relationship represents a wide range of complexity.

DATA (*4th digit*)

0 Synthesizing
1 Coordinating
2 Analyzing
3 Compiling
4 Computing
5 Copying
6 Comparing
7, 8 No significant relationship

PEOPLE (*5th digit*)

0 Mentoring
1 Negotiating
2 Instructing
3 Supervising
4 Diverting
5 Persuading
6 Speaking-Signaling
7 Serving
8 No significant relationship

THINGS (*6th digit*)

0 Setting Up
1 Precision Working
2 Operating-Controlling
3 Driving-Operating
4 Manipulating
5 Tending
6 Feeding-Offbearing
7 Handling
8 No significant relationship

NOTE.—The numeral 7 in the Data hierarchy is used when the worker's involvement in the Things hierarchy is at the 0, 1, or 2 level and there is no significant relationship to Data or People.

Data in the D.O.T. are defined as: information, knowledge, and conceptions, related to data, people, or things, obtained by observation, investigation, interpretation, visualization, and mental creation; incapable of being touched. Written data take the form of numbers, words, symbols; other data are ideas, concepts, and oral verbalization. Of significance to users of this guide are the definitions of 1, 2, 3, 5, and 6 under Data: (1) *Coordinating* is defined as: determining time, place, and sequence of operations or actions to be taken on the basis of analysis of data; executing determinations and/or reporting on events. (2) *Analyzing* is defined as: examining and evaluating data; presenting alternative actions in relation to the evaluation. (3) *Compiling* is defined as: gathering, collating, or classifying information about things, data, or people; reporting and/or carrying out a prescribed action in relation to the information. (5) *Copying* is defined as: transcribing, entering, or posting data. (6) *Comparing* is defined as: judging the readily observable functional, structural, or compositional characteristics (whether similar to or divergent from obvious standards) of data, people, or things.

The definitions of interest under People, as they appear in the D.O.T., are:

(2) *Instructing:* Teaching subject matter to others, or training others (including animals) through explanation, demonstration, and supervised practice; or making recommendations on the basis of technical disciplines.

(3) *Supervising:* Determining or interpreting work procedures for a group of workers, assigning specific duties to them, maintaining harmonious relations with them, and promoting efficiency.

(6) *Speaking-Signaling:* Talking with and/or signaling people to convey or exchange information. Includes giving assignments and/or directions to helpers or assistants.

(7) *Serving:* Attending to the needs or requests of people (or animals) or the expressed or implicit wishes of people. Immediate response is involved.

For the Things hierarchy, the jobs covered in the curriculums are given the numerals 2, 5, and 7, for which the definitions are:

(2) *Operating-Controlling:* Starting, stopping, controlling, and adjusting the progress of machines or equipment designed to fabricate and/or process objects or materials. Operating machines involves setting up the machine and adjusting the machine or material as the work progresses. Controlling equipment involves observing gages, dials, etc., and turning valves and other devices to control such factors as temperature, pressure, flow of liquids, speed of pumps, and reactions of materials. Setup involves several variables and adjustment is more frequent than in tending.

(5) *Tending:* Starting, stopping, and observing the functioning of machines and equipment. Involves adjusting materials or controls of the machine, such as changing guides, adjusting timers and temperature gages, turning valves to allow flow of materials, and flipping switches in response to lights. Little judgment is involved in making these adjustments.

(7) *Handling:* Using body members, handtools, and/or special devices to work, move, or carry objects or materials. Involves little or no latitude for judgment with regard to attainment of standards or selecting appropriate tools, objects, or materials.

Referring to the six-digit number given for Correspondence Clerk, 204.288, the last three digits can now be interpreted as to the types of demands made on the worker to carry out the job's relationships with respect to Data, People, and Things.

The D.O.T. uses the last three digits to classify jobs into worker trait groups. Since there are variations in the last three digits, it would appear that there are variances among relationships to Data, People, and Things and specific worker trait requirements that characterize a group.

Worker Traits

Each worker trait group is defined by presenting narrative information that describes the work performed, identifies significant worker requirements, suggests possible clues that may be useful in relating applicants for employment and the job requirements, and gives a general picture of typical training and methods of entry pertinent to the jobs listed in the group.

In addition to the narrative information, the D.O.T. display of the worker trait grouping shows related classifications of work and a qualifications profile. These displays are found in the section titled "Worker Traits Arrangement of Titles and Codes." The details necessary to explain the qualifications profile are found in Appendix B of Volume II, "Explanation of Worker Trait Components." The worker trait components are training time, both general educational development (GED) and specific vocational preparation (SVP), aptitudes (Apt.), interests (Int.), temperaments (Temp.), and physical demands or capacities (Phys. Dem. or Cap.).

Eighteen displays of interest to users of this guide are exhibited in the following pages. A summary of information useful for interpreting the coding contained in each exhibit can be found on the pages immediately following the exhibits.

Exhibit I
Clerical
Scheduling, Dispatching, Expediting, and Related Work (.168)

Work Performed

Work activities in this group primarily involve planning, coordinating, and expediting movement, activities, operations, and/or procedures inherent in the effectiveness of a variety of endeavors ranging from transportation and communications to production and recreation. Workers usually prepare schedules or itineraries and insure that they are followed.

Worker Requirements

An occupationally significant combination of: Ability to understand procedures and regulations and apply them to coordinate specific activities; ability to orally communicate technical or operational information and to prepare written reports; ability to evaluate and choose from among alternate courses of action; spatial perception; organizational ability to plan and direct a variety of activities; ability to assume responsibilities involving a number of simultaneous activities; clerical perception and numerical ability to keep accurate records and to detect errors in schedules or tabulations.

Clues for Relating Applicants and Requirements

Success in pertinent schoolwork that indicates good reasoning ability.

Experience in making travel arrangements and issuing equipment as manager of school football team.

Experience in preparing itineraries for community recreational activities.

Training and Methods of Entry

A period of time ranging up to 4 years is generally necessary for an individual to become thoroughly familiar with the problems, techniques, and regulations involved in this type of work. Entry positions are commonly filled by promotion or reassignment from within. A limited amount of training is available through correspondence schools and schools offering night classes related to dispatching and production scheduling.

Related Classifications

Transportation Service Work (.363; .364; .463) p. 519
Routine Checking and Recording (.588; .688) p. 289
Facilities, Services, and Movement Allocating and Expediting Work (.368) p. 265
Managerial Work (.168) p. 245

Qualifications Profile

GED: 4
SVP: 7 6

Apt:	GVN	SPQ	KFM	EC
	233	443	444	55
	22	32		4

Int: 2 9
Temp: 4 5
Phys. Dem: S 5 4

23 INFORMATION AND MESSAGE DISTRIBUTION
237. Reception and Information Dispensing Work
237. 168 TRAVEL COUNSELOR (nonprofit organ.)

Exhibit II
Clerical
Sorting, Inspecting, Measuring, and Related Work
(.484; .485; .487; .584; .585; .587; .683; .684; .685; .687)

Work Performed

Work activities in this group primarily involve examining, measuring, or weighing objects or materials for the purpose of grading, sorting, detecting flaws or irregularities, or verifying adherence to specifications. The work frequently is performed under close supervision, and the use of gages, calipers, micrometers, and other measuring devices or equipment, as well as the primary senses, is often involved.

Worker Requirements

An occupationally significant combination of: the ability and willingness to follow instructions to the letter; spatial and form perception to perceive differences in tangible matter; accuracy and attention to detail; finger and manual dexterity; eye-hand coordination; and disposition toward work of a routine, repetitive, and noncreative nature.

Clues for Relating Applicants and Requirements

School shop courses indicating success in working to tolerances.

Willingness to fit into a routine.

Casual work experience sorting stock at inventory time in local plant.

Training and Methods of Entry

Workers generally learn the fundamentals of their jobs during a brief period of on-the-job training, which may range from a few hours to several months, depending on the skill required. Many employers prefer workers with no previous experience. They look for applicants who are physically able, dependable, have good eyesight, and can follow instructions. Many of the larger employers give aptitude tests in selecting new employees.

Related Classifications

Inspecting and Stock Checking (.382; .384; .387; .484; .487) p. 271
Routine Checking and Recording (.588; .688) p. 289
Tending (.885) p. 447

Qualifications Profile

GED: 2 3 1
SVP: 2 3 4

Apt:	GVN	SPQ	KFM	EC
	4 4 4	4 4 4	4 4 3	5 4
	3 5	3 3 3	3 3 4	5
				3

Int: 1 3 9
Temp: 2 Y 0 3
Phys. Dem: S L M 4 5 6

23	INFORMATION AND MESSAGE DISTRIBUTION
231.	Mail Sorting, Stamping, Recording, Routing, and Related Work
231. 687	EXPRESS MESSENGER (r.r. trans.)
235.	Telephone Work
235. 585	SWITCHING CLERK (tel. & tel.)
239.	Information and Message Distribution, n.e.c.
239. 587	MAILER (print. & pub.) MAILER APPRENTICE (print. & pub.)
239. 687	TUBE OPERATOR (clerical)

Exhibit III

Clerical

Routine Checking and Recording (.588; .688)

Work Performed

Work activities in this group primarily involve checking, entering, and posting verbal and numerical data on stocklists, ledgers, registers, and similar standarized record forms, and performing related routine clerical duties.

Worker Requirements

An occupationally significant combination of: common sense to learn and follow routine clerical procedures; verbal ability and clerical aptitude to keep accurate and legible records and to perform such tasks as sorting bills, receipts, and invoices; temperament to perform repetitive work requiring constant and close attention to clerical details; and numerical ability to perform simple arithmetic when required.

Clues for Relating Applicants and Requirements

Experience in any activity involving elemental recordkeeping.

Preference for routine, organized work situation.

Legible handwriting.

Neat appearance and apparent predisposition toward orderliness.

Training and Methods of Entry

High school courses, such as bookkeeping and typing, generally provide familiarity with elementary clerical skills, and up to three months on-the-job experience is usually sufficient to familiarize entry workers with clerical procedures and forms used in specific establishments.

Related Classifications

Classifying, Filing, and Related Work (.388) p. 276
Customer Service Work, n.e.c. (.468; .478) p. 501
Sorting, Inspecting, Measuring, and Related Work (.484; .485; .487; .584; .585; .587; .683; .684; .685; .687) p. 282
Typing and Related Recording (.588) p. 287

Qualifications Profile

GED: 3
SVP: 3 2 4

Apt:	GVN	SPQ	KFM	EC
	3 3 4	4 4 2	3 4 4	5 5
	2 4 3	5 4 1	4	4

Int: 3
Temp: 2 Y
Phys. Dem: S L 4 6

209. 588 Library Clerk, Talking Books
23 INFORMATION AND MESSAGE DISTRIBUTION
231. Mail Sorting, Stamping, Recording, Routing, and Related Work
231. 588 MAIL CLERK (clerical)
DIRECT MAIL CLERK (clerical)
REGISTERED MAIL CLERK (banking)
231. 688 DISTRIBUTION CLERK (gov. ser.)
235. Telephone Work
235. 588 CLERK, ROUTE (tel. & tel.)
239. Information and Message Distribution, n.e.c.
239. 588 CLERK, DIRECTORY (tel. & tel.)
METER READER (light, heat & power; waterworks)
ROUTER (clerical)
SERVICE OBSERVER (tel. & tel.)
239. 688 CLERK, INSPECTION (tel. & tel.)
24 MISCELLANEOUS CLERICAL WORK
249. Miscellaneous Clerical Work, n.e.c.
249. 688 BROADCAST CHECKER (radio & tv broad.)

Exhibit IV

Clerical

Switchboard Service (.862)

Work Performed

Work activities in this group primarily involve operating telephone switchboards to relay incoming and internal calls to phones in an establishment and make connections with external lines for outgoing calls. Taking messages, supplying information to callers, and recording number of calls made and charges are frequently involved.

Worker Requirements

An occupationally significant combination of: tact and courtesy; motor coordination; finger and manual dexterity; ability to adjust to routine work; an affinity for dealing with people; verbal ability; good hearing; and a pleasant speaking voice.

Clues for Relating Applicants and Requirements

Courtesy and tact evident in an interview.
High score in motor coordination on aptitude test.
Pleasant speaking voice.
Clerical course in high school.
Expressed preference for public contact work.

Training and Methods of Entry

Most workers start as trainees and undergo a period of closely supervised on-the-job training. Personal characteristics, particularly the ability to deal with the public, are strong qualifying factors. Some sort of commercial curriculum in school can provide a good background for entry into this type of work.

Related Classifications

Routine Checking and Recording (.588; .688) p. 289
Miscellaneous Customer Service Work (.863; .864; .865; .867; .873; .874; .877) p. 503

Qualifications Profile

GED: 3
SVP: 3

Apt:	GVN	SPQ	KFM	EC
	3 3 4	4 3 3	3 3 3	5 4
		2	2	

Int: 2 3
Temp: 2 5
Phys. Dem: L 4 5 6

23 INFORMATION AND MESSAGE DISTRIBUTION WORK
235. Telephone Work
235.862 CENTRAL OFFICE OPERATOR (tel. & tel.)
GAMEWELL OPERATOR (gov. ser.)
SWITCHBOARD OPERATOR, POLICE DISTRICT (gov. ser.)
INFORMATION OPERATOR (tel. & tel.)
TELEPHONE ANSWERING SERVICE OPERATOR (bus. ser.)
TELEPHONE OPERATOR (clerical)

Exhibit V

Business

Supervisory Work (Clerical, Sales, and Related Activities) (.138)

Work Performed

Work activities in this group primarily involve supervising and coordinating the activities of personnel engaged in clerical, sales, and related work.

Worker Requirements

An occupationally significant combination of: ability to become thoroughly familiar with one or more clerical or sales activities; ability to plan ahead and to make assignments in a manner which promotes coordinated action and the completion of individual tasks according to established priorities; verbal ability to communicate effectively, orally and in writing, with superiors and subordinates; clerical aptitude to detect errors in correspondence, statistical tabulations, price lists, inventory records, and timetables; ability to motivate people to work cooperatively and conscientiously in activities which are frequently routine and repetitive; and ability to perform work done by subordinates and to train new employees when required.

Clues for Relating Applicants and Requirements

Good grooming.
Facility with language.
Desire to deal with people.
Leadership in community activities.
Success in clerical, sales, or related work at a different level of endeavor.

Training and Methods of Entry

Entry into this kind of work is frequently accomplished by promotion from other positions within an organization. Courses in supervisory practices are frequently required. Another method of entry is the completion of merchandising and business management courses.

Related Classifications

Managerial Work (.168) p. 245
Purchase and Sales Work (.158; .168) p. 484
Demonstration and Sales Work (.258; .358; .458) p. 488
Classifying, Filing, and Related Work (.388) p. 276

Qualifications Profile

GED: 4 5
SVP: 7 8 6

Apt:	GVN	SPQ	KFM	EC
	2 3 3	4 4 3	4 4 4	5 5
	2 2	3 3 4		4

Int: 2 5
Temp: 4 5
Phys. Dem: S L 5

23 INFORMATION AND MESSAGE DISTRIBUTION
230. Messenger and Related Work
230. 138 SUPERVISOR, MESSENGERS (tel. & tel.)
231. Mail Sorting, Stamping, Recording, Routing, and Related Work
231. 138 MAILING SUPERVISOR (clerical)
232. Clerical Work, Post Office
232. 138 FOREMAN, MAILS (gov. ser.)
233. Mail Delivery
233. 138 FOREMAN, CARRIERS (gov. ser.)
235. Telephone Work
235. 138 CENTRAL OFFICE OPERATOR SUPERVISOR (tel. & tel.)
TELEPHONE OPERATOR, CHIEF (clerical)
239. Information and Message Distribution, n.e.c.
239. 138 CABLE SUPERVISOR (tel. & tel.)
CONTRACT CLERK SUPERVISOR (tel. & tel.)
FOREMAN, MAIL ROOM (print. & pub.)
MANAGER, DELIVERY DEPARTMENT (tel. & tel.)

MORSE SUPERVISOR (tel. & tel.)
SERVICE OBSERVER, CHIEF (tel. & tel.)
SUPERVISOR, AUTOMATIC EQUIPMENT (tel. & tel.)
SUPERVISOR, ROUTE (tel. & tel.)
TELEFAX SUPERVISOR (tel. & tel.)

24 MISCELLANEOUS CLERICAL WORK
249. Miscellaneous Clerical Work, n.e.c.
249.138 SUPERVISOR, SURVEY WORKER (clerical)
239.138 METER READER, CHIEF (light, heat & power; waterworks)

Exhibit VI

Business

Information Gathering, Dispensing, Verifying, and Related Work (.368)

Work Performed

Work activities in this group primarily involve collecting information, checking it for accuracy or consistency, and relating or otherwise dispensing it to interested parties. Carrying out prescribed actions in relation to the information is occasionally involved. The information is usually obtained or verified by personal or telephone interview, or by observation, and dispensed in response to or in anticipation of direct or indirect inquiries. The performance of clerical tasks, such as recordkeeping, is frequently involved.

Worker Requirements

An occupationally significant combination of: verbal facility and the ability to relate to people in order to tactfully acquire information and create a good impression in answering inquiries; exactness and attention to detail in reviewing records and avoiding errors; numerical ability for situations involving accounts and numerical records; and a liking for public contact work.

Clues for Relating Applicants and Requirements

Volunteer work answering questions on voter requirements during political campaign.

Success in public speaking courses in high school.

Part-time work gathering personal data on registration cards at school.

Training and Methods of Entry

A high school education with emphasis on commercial courses is usually sufficient qualification for entry into this work. Some employers prefer applicants with some college or night school education. Entry by means of advancement from a clerical position is a frequent occurrence. In all cases, such personal characteristics as speaking ability, tactfulness, and appearance are considered carefully. An individual entering this field is usually given a period of on-the-job training under the supervision of an experienced worker.

Related Classifications

Interviewing, Information Giving, and Related Work (Vocational, Educational, and Related Activities) (.168; .268) p. 250
Consultative and Business Services (.168; .268) p. 248
Facilities, Services, and Movement Allocating and Expediting Work (.368) p. 265
Classifying, Filing, and Related Work (.388) p. 276
Computing and Related Recording (.388; .488) p. 280

Qualifications Profile

GED: 3 4
SVP: 3 4 5 6
Apt: **GVN SPQ KFM EC**
323 442 444 45
34 553
Int: 2 6
Temp: 5 9 0
Phys. Dem: L 4 5

23 INFORMATION AND MESSAGE DISTRIBUTION
230. Messenger and Related Work
230.368 TELEGRAPH MESSENGER (tel. & tel.) II
237. Reception and Information Dispensing Work
237.368 ADMITTING OFFICER (medical ser.) I
APPOINTMENT CLERK (clerical)

INFORMATION CLERK (clerical)
PAY STATION ATTENDANT (clerical)
INFORMATION CLERK (motor trans.; r.r. trans.)
OUTPATIENT ADMITTING CLERK (medical ser.)

237.368 RECEPTIONIST (clerical)
HOSPITAL ADMITTING CLERK (medical ser.)
REGISTRAR (gov. ser.)
REGISTRATION CLERK (gov. ser.) II

239. Information and Message Distribution, n.e.c.

239.368 COUNTER CLERK (tel. & tel.)
MAIL DISTRIBUTION SCHEME EXAMINER (gov. ser.)
MANAGER, TRAFFIC (motor trans.) II
PLACER (insurance)
WEATHER CLERK (air trans.)

24 MISCELLANEOUS CLERICAL WORK

249. Miscellaneous Clerical Work, n.e.c.

249.368 CREDIT CLERK (clerical) I
LIBRARY ASSISTANT (library)
NEW ACCOUNT CLERK (clerical)

Exhibit VII

Personal Service

Ushering, Messenger Service, and Related Work (.868; .878)

Work Performed

Work activities in this group primarily involve taking tickets, issuing programs, and escorting people to their seats in public places; assisting or escorting people into and out of buildings, conveyances, or facilities; running errands; and receiving and delivering messages.

Worker Requirements

An occupationally significant combination of: the ability and willingness to follow instructions; an affinity for dealing with people; an inclination toward work of a routine, repetitive nature; willingness to wear a uniform; and physical stamina.

Clues for Relating Applicants and Requirements

Courteous manner in an interview.
Expressed desire for public contact work.
Good physical condition and grooming.
Experience ushering at high school football games.

Training and Methods of Entry

Most employers prefer individuals with some high school education. Personal characteristics, particularly the ability to get along with people, are important factors. People who have shown through casual work experience, high school education, or extracurricular activities that they are patient, attentive, and dependable rate as good risks. The time spent in training usually is quite short, and an individual frequently is expected to function in an efficient manner after a short demonstration or limited breaking-in period.

Related Classifications

Customer Service Work, n.e.c. (.468; .478) p. 501
Miscellaneous Customer Service Work (.863; .864; .865; .867; .873; .874; .877) p. 503
Accommodating Work (.868) p. 505
Signaling and Related Work (.868) p. 354
Miscellaneous Personal Service Work (Food Serving, Portering, Valeting, and Related Activities) (.868; .878) p. 507

Qualifications Profile

GED: 2
SVP: 2

Apt:	GVN	SPQ	KFM	EC
	4 3 4	4 4 4	4 4 4	5 5
	3 4	5 5	5	

Int: 2 3
Temp: 5 3
Phys. Dem: L 4 5

23 INFORMATION AND MESSAGE DISTRIBUTION

230. Messenger and Related Work

230.868 TELEGRAPH MESSENGER (tel. & tel.) I

230.878 MESSENGER (clerical)
AID, ROUTE (tel. & tel.)
CASH BOY (ret. tr.)
COPY BOY (print. & pub.)
RUNNER (finan. inst.)
OFFICE BOY (clerical)

Exhibit VIII

Clerical

Classifying, Filing, and Related Work (.388)

Work Performed

Work activities in this group primarily involve gathering together, classifying, sorting, and filing correspondence, account records, business forms, and related data. The preparation of reports and keeping of records is frequently involved.

Worker Requirements

An occupationally significant combination of: reading comprehension in order to obtain pertinent information; numerical facility for performing arithmetic computations; accuracy and attention to detail for close clerical work; and the ability to follow instructions and established procedures in doing routine work.

Clues for Relating Applicants and Requirements

Successful completion of commercial coursework in high school.

Preference for routine, organized, stable work situation.

Neatness.

Legible handwriting.

Training and Methods of Entry

Graduation from high school with successful completion of commercial courses and demonstrated familiarity with elementary clerical skills will usually qualify an individual for entry into this work. Many employers administer tests designed to show the applicant's suitability for employment of this nature.

A period of on-the-job training ranging up to three months is usually sufficient to familiarize entry workers with the clerical procedures and forms used in specific establishments.

Related Classifications

Computing and Related Recording (.388; .488) p. 280
Typing and Related Recording (.588) p. 287
Routine Checking and Recording (.588; .688) p. 289
Facilities, Services, and Movement Allocating and Expediting Work (.368) p. 265

Qualifications Profile

GED: 4 3
SVP: 3 4 5 2 6

Apt:	GVN	SPQ	KFM	EC
	3 3 3	4 3 3	4 4 4	5 5
	2 4	2		4

Int: 2 3 9
Temp: 2 3 Y
Phys. Dem: L 3 4

20 STENOGRAPHY, TYPING, FILING, AND RELATED WORK
204. Correspondence Work
204. 388 CORRESPONDENCE REVIEW CLERK (clerical)
23 INFORMATION AND MESSAGE DISTRIBUTION
231. Mail Sorting, Stamping, Recording, Routing, and Related Work
231. 388 PARCEL POST CLERK (clerical)
MAIL ORDER SORTER (ret. tr.)
233. Mail Delivery
233. 388 MAIL CARRIER (gov. ser.)
235. Telephone Work
235. 388 RADIO MESSAGE ROUTER (tel. & tel.)
239. Information and Message Distribution, n.e.c.
239. 388 DISPATCHER, MAINTENANCE SERVICE (clerical)
24 MISCELLANEOUS CLERICAL WORK
249. Miscellaneous Clerical Work, n.e.c.
249. 388 COMPILER (clerical)
MAILING LIST COMPILER (clerical)
MESSENGER, BANK (banking)

Exhibit IX
Clerical
Typing and Related Recording (.588)

Work Performed

Work activities in this group primarily involve recording or transmitting verbal or coded material by the use of such office machines as the typewriter, teletypewriter, tape perforator, Braille machine, and telegraphic key.

Worker Requirements

An occupationally significant combination of: attentiveness to detail to avoid errors in transferring data from records or draft copies; motor coordination and finger dexterity; adaptibility for repetitious work; form perception; and willingness to work under direction of others.

Clues for Relating Applicants and Requirements

Completion of typing and related commercial courses in high school or commercial school.

Satisfactory scores in clerical aptitude and achievement tests.

Training and Methods of Entry

A majority of workers who enter this field are high school graduates who have received specialized training in typing and business methods through courses in high school or business schools. A satisfactory score on a typing test is usually required. On-the-job training designed to help the individual acquire proficiency in specific machine operation is customary.

Related Classifications

Secretarial and Related Work (.268; .368) p. 263
Classifying, Filing, and Related Work (.388) p. 276
Stenographic and Related Work (.388) p. 278
Typesetting, Reproducing, and Related Machine Work (.382; .582) p. 274

Qualifications Profile

GED: 3 4
SVP: 4 3 5

Apt:	GVN	SPQ	KFM	EC
	3 3 4	4 3 3	3 3 3	5 5
		4 2	2 2	

Int: 3
Temp: 3 2 Y
Phys. Dem: S L 4 6

23	INFORMATION AND MESSAGE DISTRIBUTION WORK
231.	Mail Sorting, Stamping, Recording, Routing, and Related Work
231. 588	TRUST MAIL CLERK (banking)
236.	Telegraph Work
236. 588	MORSE OPERATOR (tel. & tel.)
	TELEGRAPHER (r. r. trans.)
	TELEGRAPHER AGENT (r. r. trans.)

Exhibit X
Clerical
Paying and Receiving (Banks and Other Establishments) (.368)

Work Performed

Work activities in this group primarily involve receiving funds from people in such establishments as banks, credit unions, and loan agencies, and recording the monetary transactions incidental to the conduct of business.

Worker Requirements

An occupationally significant combination of: ability to learn and apply bookkeeping procedures; accuracy, rapidity, and attention to detail when exchanging money and recording transactions; manual and finger dexterity to operate calculating machines; tact, courtesy, honesty, a neat appearance, a good memory, and affability.

Clues for Relating Applicants and Requirements

Preference for working in a bank or other monetary establishment.

Good scores in commercial, clerical, and business courses in high school.

Part-time experience selling tickets to high school football games.

Training and Methods of Entry

A high school education is adequate preparation to satisfy the requirements of most employers. Individuals with experience in bookkeeping or commercial courses who have the ability to operate calculating machines are preferred. In most cases, on-the-job training under the observance of experienced workers is provided.

Related Classifications

Accounting, Auditing, and Related Work (.188; .288) p. 252

Computing and Relating Recording (.388; .488) p. 280

Cashiering (Drug Stores, Theaters, Restaurants, and Related Establishments) (.468) p. 269

Customer Service Work, n.e.c. (.468; .478) p. 501

Routine Checking and Recording (.588; .688) p. 289

Qualifications Profile

GED: 4
SVP: 5

Apt:	GVN	SPQ	KFM	EC
	2 2 2	4 3 2	2 2 3	5 4
	3	3	3 3	

Int: 2 3
Temp: 5
Phys. Dem: S L

23 INFORMATION AND MESSAGE DISTRIBUTION

232. Clerical Work, Post Office

232. 368 POST OFFICE CLERK (clerical)
POST OFFICE CLERK (gov. ser.)

Exhibit XI

Clerical

Typesetting, Reproducing, and Related Machine Work (.382; .582)

Work Performed

Work activities in this group primarily involve setting up, adjusting, and operating data processing, typesetting, linotype, duplicating, addressing, and similar commercial machines. The work is usually specialized and workers spend a majority of their time at their machines, functioning accurately and at high speed.

Worker Requirements

An occupationally significant combination of: the ability and willingness to follow instructions in performing work of a routine, organized nature; attention to detail and good reading comprehension in order to avoid clerical errors; form and spatial perception, eye–hand coordination, and finger and manual dexterity for using machines; and an in clination toward working with machines.

Clues for Relating Applicants and Requirements

Commerical courses in high school.

Night school courses in clerical machine operating.

Aptitude test scores that indicate adaptability for this type of work.

Preference for working with machines.

Training and Methods of Entry

Graduation from high school or business school with appropriate commercial coursework is frequently the minimum educational requirement for entry into this type of work. For some kinds of work specialized training on a particular machine is

required. For most beginning positions, however, a general knowledge of the kind of equipment used is usually regarded as sufficient preparation. Employers usually give new employees instruction and on-the-job training ranging anywhere from a few days to several months, depending chiefly on the type of machine.

Related Classifications

Typing and Related Recording (.588) p. 287
Motion Picture Projecting, Photographic Machine Work, and Related Activities (.282; .382) p. 514
Radio and Television Transmitting and Receiving (.282; .382) p. 516

Qualifications Profile

GED: 3 4

SVP: 2 4 3 5

Apt:	GVN	SPQ	KFM	EC
	3 3 4	3 2 2	3 3 3	5 5
		3 3	2	4

Int: 9 3

Temp: Y 2

Phys. Dem: L 4

23 INFORMATION AND MESSAGE DISTRIBUTION
234. Mail Preparing and Mail Handling Machine Work
234. 582 ADDRESSING MACHINE OPERATOR (clerical)
236. Telegraph Work
236. 382 TELEFAX CLERK (tel. & tel.)
239. Information and Message Distribution, n.e.c.
239. 382 WIREPHOTO OPERATOR, NEWS (print. & pub.)

Exhibit XII

Machine Work

Tending (.885)

Work Performed

Work activities in this group primarily involve starting, stopping, and observing the functioning of machines and equipment. Workers are not concerned with setting up machines, but must be alert in changing guides, adjusting timers and temperature gages, turning valves, pushing buttons, flipping switches, and making other minor adjustments.

Worker Requirements

An occupationally significant combination of: an inclination toward working with machinery and equipment; the ability and willingness to learn and follow instructions; ease in adjusting to routine, repetitive work; and capacity for sustained attention to functioning of machines or equipment.

Clues for Relating Applicants and Requirements

Exposure to machine shop courses in high school.
Expressed desire to work around machinery.
Participation in athletics or similar leisure time activities requiring good physical coordination and alertness.
Casual work experience in a shop environment.

Training and Methods of Entry

Preference in hiring will frequently be given to workers with some exposure to machines in a school or work environment. The time required for a worker to become proficient at his job may range from a very short period, such as a few days, all the way up to six months, depending on the complexity of the individual work situation. On-the-job training is the most common method by which workers reach an acceptable level of competence in their jobs.

Machine tenders are often given the opportunity to assume more responsibility for the functioning of machines and advance to jobs as operators.

Related Classifications

Sorting, Inspecting, Measuring, and Related Work (.484; .485; .487; .584; .585; .587; .683; .684; .685; .687) p. 282
Operating-Controlling (.782) p. 435
Manipulating (.884) p. 322
Feeding-Offbearing (.886) p. 356
Handling (.887) p. 360
Driving-Operating (.883) p. 444

Qualifications Profile

GED: 2 3 1
SVP: 2 3 4
Apt: GVN SPQ KFM EC
4 4 5 4 4 5 4 4 3 4 5
3 4 3 3 4 3 3 4 5 4
Int: 3 1 9
Temp: 2 3 Y
Phys. Dem: L M H 3 4 6

23 INFORMATION AND MESSAGE DISTRIBUTION
234. Mail Preparing and Mail Handling Machine Work
234.885 ENVELOPE SEALING MACHINE OPERATOR (clerical) I
FOLDING MACHINE OPERATOR (clerical)
INSERTING MACHINE OPERATOR (clerical)
SEALING AND CANCELING MACHINE OPERATOR (clerical)
WING MAILER MACHINE OPERATOR (print. & pub.)

Exhibit XIII

Education

Industrial Training (.128; .228)

Work Performed

Work activities in this group primarily involve providing specialized training in the proper functioning or execution of machines, equipment, systems, procedures, processes, and methods. Typically, recipients of instruction are new employees, tenure employees, or customers.

Worker Requirements

An occupationally significant combination of: intellectual capacity to acquire necessary vocational background; manual dexterity, eye-hand-foot coordination, and spatial ability to demonstrate equipment; interest in communicating ideas to people; and an analytical mind to organize facts in answering trainees' questions and plan programs of instruction.

Clues for Relating Applicants and Background

Proficiency in expressing ideas verbally.

Expressed preference for public contact work.

Successful work experience in lower level jobs in specific field.

Training and Methods of Entry

An extensive background in the vocational specialty is generally required for entry into this group. Individuals who excel at their work and exhibit a facility for explaining things to others and solving problems that arise in work situations are the type of employees an employer notices.

Related Classifications

Vocational Education (.128; .228) p. 337
Training Services (.228) p. 349

Qualifications Profile

GED: 3 4 5
SVP: 6 7 8
Apt: GVN SPQ KFM EC
2 2 2 2 3 3 3 3 3 3 4
3 3 3 4 4 4 4 5 5
Int: 2 5 6
Temp: 1 4 5 9 0
Phys. Dem: S L M 2 4 5 6

23 INFORMATION AND MESSAGE DISTRIBUTION
235. Telephone Work
235.228 PRIVATE BRANCH EXCHANGE SERVICE ADVISOR (tel. & tel.)

Exhibit XIV

Business

Business Training (.228)

Work Performed

Work activities in this group primarily involve providing general training and orientation to new employees in a business or commercial environment. Typical subjects in which instruction is given are company organization and policy, personnel regulations, company operating procedures, terminology, and customer relations.

Worker Requirements

An occupationally significant combination of: interest in people and ability to communicate ideas; analytical ability to organize facts in answering students' questions and plan programs of instruction; and intellectual capacity to acquire necessary background.

Clues for Relating Applicants and Background

Proficiency in expressing ideas verbally.

Expressed preference for public contact work.

Successful experience in general personnel relations work.

Training and Methods of Entry

Familiarity with individual organizational policies and methods is frequently a prerequisite for entry into this work. Knowledge of this nature may be acquired through experience in lower level or related positions, usually of a personnel nature. Good initial training would usually consist of business courses in college with an emphasis on personnel and some coursework in teaching methods that would include practice and use of modern teaching techniques.

Related Classifications

Industrial Training (.128; .228) p. 335
Training Services (.228) p. 349

Qualifications Profile

GED: 3 4 5
SVP: 6 7 8

Apt:	GVN	SPQ	KFM	EC
	2 2 2	3 3 3	3 3 3	3 4
	3 3 3	4 4 4	4 4 4	4 5

Int: 2 5 6
Temp: 1 4 5 9 0
Phys. Dem: S L M 2 4 5 6

23 INFORMATION AND MESSAGE DISTRIBUTION

239. Information and Message Distribution, n.e.c.

239.228 CONTRACT CLERK TRAINING SUPERVISOR (tel. & tel.)

Exhibit XV

Business

Interviewing, Information Giving, and Related Work (Vocational, Educational, and Related Activities) (.168; .268)

Work Performed

Work activities in this group primarily involve interviewing individuals in order to gather pertinent information and evaluate the information and the individual's qualifications for a variety of considerations; and dispensing information usually relative to

the correct interpretation of rules and regulations governing such matters as insurance, education, or housing.

Worker Requirements

An occupationally significant combination of: verbal facility to converse with people at varied levels; ability to deal tactfully with people to put them at their ease and gain their confidence; numerical ability and clerical perception to avoid errors in recordkeeping and referral to written matter; ability to reason analytically and organize facts when asking and answering questions; and a neat appearance, poise, and composure.

Clues for Relating Applicants and Requirements

Part-time job as information clerk in hotel during summer months.

Expressed preference for public contact work.

Neat appearance, poise, and good verbal expression demonstrated in an interview.

Training and Methods of Entry

A college education is becoming increasingly important for entrance into work of this nature. Courses in personnel management, business administration, liberal arts, applied psychology, and sociology frequently will enable the applicant to obtain successful employment. Often, however, companies will fill positions by offering on-the-job training to personnel already employed who are familiar with company procedures.

Related Classifications

Customer Service Work, n.e.c. (.468; .478) p. 501
Information Gathering, Dispensing, Verifying, and Related Work (.368) p. 258
Consultative and Business Services (.168; .268) p. 248

Qualifications Profile

GED: 5 4
SVP: 7 5

Apt:	GVN	SPQ	KFM	EC
	2 2 3	4 4 2	4 4 3	5 5
	1 2	3	4	
		4		

Int: 2 6
Temp: 5 9
Phys. Dem: S

20 STENOGRAPHY, TYPING, FILING, AND RELATED WORK
204. Correspondence Work
204.268 POLICYHOLDERS' INFORMATION CLERK (insurance)
24 MISCELLANEOUS CLERICAL WORK
249. Miscellaneous Clerical Work, n.e.c.
249.268 SURVEY WORKER (clerical)

Exhibit XVI

Clerical

Facilities, Services, and Movement Allocating and Expediting Work (.368)

Work Performed

Work activities in this group primarily involve allocating and insuring the expeditious or proper utilization of personnel, equipment, supplies, services, or facilities for specific purposes according to predetermined schedules, priorities, and procedures.

Worker Requirements

An occupationally significant combination of: ability to become thoroughly familiar with established rules and guidelines governing work situation; ability to orally transmit instructions and information; clerical perception to avoid errors in reading tabular information and in keeping accurate records; ability to adjust to fluctuating circumstances; ability to relate to people; and reliability.

Clues for Relating Applicants and Requirements

Preference for "white collar" work.

Demonstrated ability to follow instructions and guidelines.

Training and Methods of Entry

Employers commonly fill positions in this field by promoting employees from within the organization. It usually takes 3 months to 1 year to become familiar with guidelines and procedures as they occur in different commercial and industrial enterprises. Persons with general clerical training or experience may gain entry into trainee positions.

Related Classifications

Scheduling, Dispatching, Expediting, and Related Work (.168) p. 261
Classifying, Filing, and Related Work (.388) p. 276
Routine Checking and Recording (.588; .688) p. 289

Qualifications Profile

GED: 3 4
SVP: 5 4 3

Apt:	GVN	SPQ	KFM	EC
	333	443	444	55
	4		333	4

Int: 2 3 9
Temp: 1 5
Phys. Dem: S L 4 5

24 MISCELLANEOUS CLERICAL WORK
249. Miscellaneous Clerical Work, n.e.c.
249.368 TRACER CLERK (clerical)

Exhibit XVII

Clerical

Computing and Related Recording (.388; .488)

Work Performed

Work activities in this group primarily involve performing arithmetic computations and preparing numerical records with the aid of typewriters and adding, billing, bookkeeping, and calculating machines. Typical activities are computing wages, interest, and production costs; totaling bank deposit slips; and verifying computations recorded in accounts.

Worker Requirements

An occupationally significant combination of: intellectual capacity and interest sufficient to acquire an understanding of systematic, numerical, record-keeping and data-gathering procedures; ability to apply arithmetic principles and correct computational errors; attention to detail to avoid clerical errors; form perception; eye–hand coordination; and finger and manual dexterity.

Clues for Relating Applicants and Requirements

Expressed preference for clerical work.

Good grades in arithmetic and pertinent clerical subjects in school.

Training and Methods of Entry

Graduation from high school and business school with average or superior grades in arithmetic frequently is the minimum requirement for entry into this type of work.

For some kinds of work, specialized training on a particular machine is required. For many beginning positions, however, a general knowledge of the work and the equipment involved usually is regarded as sufficient preparation. Often an employer will give a new employee instruction and on-the-job training, ranging anywhere from a few days to several months, depending chiefly on the type of work or the kind of machine involved.

Related Classifications

Accounting, Auditing, and Related Work (.188; .288) p. 252
Paying and Receiving (Banks and Other Establishments) (.368) p. 267
Cashiering (Drug Stores, Theaters, Restaurants, and Related Establishments) (.468) p. 269
Routine Checking and Recording (.588; .688) p. 289

Qualifications Profile

GED: 3 4
SVP: 3 4 5
Apt: **GVN SPQ KFM EC**
3 3 3 4 4 2 3 3 3 5 5
2 2 5 3 3 2 2 4

Int: 3
Temp: 3 Y
Phys. Dem: S L 4 6

24 MISCELLANEOUS CLERICAL WORK
249. Miscellaneous Clerical Work, n.e.c.
249. 388 MEDICAL RECORD CLERK (medical ser.)

Exhibit XVIII

Business

Corresponding and Related Work (.288; .388)

Work Performed

Work activities in this group primarily involve preparing correspondence, reports, forms, and other documents; and examining, editing, and recording verbal information or written material.

Worker Requirements

An occupationally significant combination of: facility with language and a good vocabulary; attention to detail; application of precise standards, techniques, and mechanics of good grammar, spelling, and punctuation; and ability to organize data in logical sequence when composing correspondence and other material.

Clues for Relating Applicants and Requirements

Good vocabulary during interview.

Good grades in appropriate courses, such as business and English.

Experience as corresponding secretary in school or community organizations.

Training and Methods of Entry

Entry into this kind of work usually requires high school graduation and completion of several semesters of college with emphasis on courses in English grammar and composition.

Entry is frequently accomplished by advancement or transfer from clerical positions wherein individuals have become familiar with correspondence techniques as a result of continual exposure.

Related Classifications

Journalism and Editorial Work (.018; .038; .068) p. 522
Creative Writing (.088) p. 524
Classifying, Filing, and Related Work (.388) p. 276
Information Gathering, Dispensing, Verifying, and Related Work (.368) p. 258
Translating, Editing, and Related Work (.288) p. 528

Qualifications Profile

GED: 5 4
SVP: 7 6 8
Apt: **GVN SPQ KFM EC**
2 2 3 4 4 3 4 4 4 5 5
1 4 4 4

Int: 6 2
Temp: 9 Y
Phys. Dem: S 6 5

20 STENOGRAPHY, TYPING, FILING, AND RELATED WORK
204. Correspondence Work
204. 288 CORRESPONDENCE CLERK (clerical)
204. 388 SALES CORRESPONDENT (any ind.)

The following is a brief explanation of the symbols and digits used in the qualifications profile.

GED—General Educational Development. The GED for the qualifications profiles is specified at levels 1, 2, 3, 4, and 5 in accordance with specific job requirements. These numbers do not refer to school grades, but rather to the stage of *reasoning*, *mathematical*, and *language* use development required to do each job. The following summary describes the various levels:

Level	*Reasoning*	*Mathematical development*	*Language development*
5	Application of logical or scientific thinking to define problems, collect data, establish facts, and draw conclusions; interpret a variety of instructions and deal with abstract and concrete variables.		
4.....	Application of rational systems, such as bookkeeping, to problems and to the interpretation of instructions.	The use of ordinary arithmetic, algebra, and geometric procedures in standard applications.	The ability to interview and screen people, including job applicants, and to write routine correspondence.
3.....	Application of common sense to carry out oral or written instructions; deal with problems involving several concrete variables in standard situations.	The ability to make arithmetic calculations involving fractions, decimals, and percentages.	The ability to file, post, and mail materials such as forms or checks; to copy data from one record to another; to fill in forms; to interview people; to obtain information.
2.....	Application of common sense to carry out detailed but uninvolved written or oral instructions; deal with problems involving a few concrete variables in standard situations.	The use of arithmetic to add, substract, multiply, and divide whole numbers.	Same as above.
1.....	Application of common sense to carry out one- or two-step instructions; deal with standard situations with occasional or no variables.	Performance of simple addition and subtraction; reading and copying figures; counting and recording.	The ability to write identifying information (name, weight, number, etc.); to request supplies.

SVP—Specific Vocational Training. SVP indicates the training received under a variety of circumstances and is expressed in units of time. In the qualifications profile for Routine Checking and Recording (.588; .688), exhibit III, the use of Codes 3, 2, and 4, indicates that some of the occupations in this grouping require more training than others.

9—Over 10 years
8—Over 4 years up to and including 10 years
7—Over 2 years up to and including 4 years
6—Over 1 year up to and including 2 years
5—Over 6 months up to and including 1 year
4—Over 3 months up to and including 6 months
3—Over 30 days up to and including 3 months
2—Anything beyond short demonstration up to and including 30 days

Apt—Aptitudes. In the qualification profiles, certain aptitude symbols appear which are considered to be significant for average successful job performance. The letters used to specify aptitudes are defined as follows:

G—Intelligence or general learning ability
V—Ability to use and understand meanings and relationships of words and verbally expressed ideas
N—Ability to perform arithmetical operations quickly and accurately
S—Ability to comprehend forms in space and to visualize objects and geometric forms
P—Ability to perceive pertinent details in objects or pictorial representations
Q—Ability to perceive pertinent details in verbal or tabular materials, to observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computations
K—Ability to coordinate eyes and hands or fingers when making precise, rapid movements
F—Finger dexterity
M—Ability to use hands skillfully
E—Eye-hand-foot coordination
C—Ability to recognize color values such as contrast and harmony and the ability to match colors

Under each aptitude symbol, numbers are used to indicate the degree to which each aptitude should be exhibited. An explanation of these numbers follows below.

1—The top 10 percent of the population: this segment possesses an extremely high degree of aptitude
2—The highest third, exclusive of the top 10 percent, of the population: this segment pos-

354-125—70——3

sesses an above average or high degree of aptitude

3—The middle third of the population: this segment possesses a medium degree of aptitude, ranging from slightly below to slightly above average

4—The lowest third, exclusive of the bottom 10 percent of the population: this segment possesses a below average or low degree of aptitude

5—The lowest 10 percent of the population: this segment possesses a negligible degree of aptitude

Int.—Significant Interests. The significant interests in the exhibited profiles are 1, 2, 3, 5, 6, and 9. These are defined as:

1—Situations involving a preference for activities dealing with things and objects

2—Situations involving a preference for activities involving business contact with people

3—Situations involving a preference for activities of a routine, concrete, organized nature

5—Situations involving a preference for activities resulting in prestige or the esteem of others

6—Situations involving a preference for activities concerned with people and the communication of ideas

9—Situations involving a preference for activities that are nonsocial in nature and are carried on in relation to processes, machines, and techniques.

Temp.—Temperaments. In the exhibited profiles, temperaments are given by the symbols 1, 2, 3, 4, 5, 9, 0, and Y. These occupational situations to which the worker must adjust are defined as:

1—Situations involving a variety of duties often characterized by frequent change

2—Situations involving repetitive or short-cycle operations carried out according to set procedures or sequences

3—Situations involving doing things only under specific instruction, allowing little or no room for independent action or judgment in working out job problems

4—Situations involving the direction, control, and planning of an entire activity or the activities of others

5—Situations involving the necessity of dealing with people in actual job duties beyond giving and receiving instructions

9—Situations involving the evaluation (arriving at generalizations, judgements, or decisions) of information against sensory or judgemental criteria

0—Situations involving the evaluation (arriving at generalizations, judgements, or decisions) of information using measurable or verifiable criteria

Y—Situations involving the precise attainment of set limits, tolerances, or standards

Phys. Dem. or Cap.—Physical Demands or Capacities. The physical demands or capacities symbols in the exhibited profiles are H, L, M, S, 2, 3, 4, 5, and 6. These are defined as:

H—Heavy Work: Lifting 100 pounds maximum with frequent lifting and carrying of objects weighing up to 50 pounds

L—Light Work: Lifting 20 pounds maximum, with frequent lifting and carrying of objects up to 10 pounds. Even though the actual weight lifted may be negligible, a job is considered to be in this category when it requires walking or standing to a significant degree, or when it involves sitting most of the time with a degree of pushing and pulling of arm and leg controls

M—Medium Work: Lifting 50 pounds maximum, with frequent lifting and carrying of objects weighing up to 25 pounds

S—Sedentary Work: Lifting 10 pounds maximum and occasionally lifting and carrying such articles as dockets, ledgers, or small tools. Although a sedentary job is defined as one which involves sitting, a certain amount of walking and standing is often necessary to carry out job duties. Jobs are sedentary if walking and standing are required only occasionally and other sedentary criteria are met.

2—Climbing and Balancing:

(1) Climbing—Ascending or descending ladders, stairs, scaffolding, ramps, poles, ropes, and the like, using the feet and legs and hands and arms

(2) Balancing—Maintaining body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery, or erratically moving surfaces; or maintaining body equilibrium when performing gymnastic feats

3—Stooping, Kneeling, Crouching, and Crawling:

(1) Stooping—Bending the body downward and forward by bending the spine at the waist

(2) Kneeling—Bending the legs at the knees to come to rest on the knee or knees
(3) Crouching—Bending the body downward and forward by bending the legs and spine
(4) Crawling—Moving about on the hands and knees or hands and feet

4—Reaching, Handling, Fingering, and Feeling:
(1) Reaching—Extending the hands and arms in any direction
(2) Handling—Seizing, holding, grasping, turning, or otherwise working with the hand(s) (Fingering is not involved.)
(3) Fingering—Picking, pinching, or otherwise working with the fingers primarily, rather than with the whole hand or arm as in handling
(4) Feeling—Perceiving such attributes of objects and materials as size, shape, temperature, or texture, by means of receptors in the skin, particularly those of the fingertips

5—Talking and/or Hearing:
(1) Talking—Expressing or exchanging ideas by means of the spoken word
(2) Hearing—Perceiving the nature of sounds by ear

6—Seeing: Obtaining impressions through the eyes of shape, size, distance, motion, color, or other characteristics of objects. The major visual functions are:
(1) Acuity, far—Clarity of vision at 20 inches or more
(2) Acuity, near—Clarity of vision at 20 inches or less
(3) Depth perception (three-dimensional vision)—The ability to judge distances and space relationships so as to see objects where and as they really are
(4) Field of vision—The area that can be seen up and down or to the right or left while the eyes are fixed on a given point
(5) Accommodation—The adjustment of the lens of the eye to bring an object into sharp focus. This item is especially important when doing near-point work at varying distances from the eye
(6) Color vision—The ability to identify and distinguish colors.

Related Classifications. The related classifications section of the worker trait group display identifies other worker trait groups that have something in common with the group examined and also serves as a reference to the D. O. T. user. A careful examination of these related classifications will reveal which characteristics, skills, and functions are common to all.

Additional Comments About the D.O.T.

The D.O.T. serves as a useful springboard for the occupational activities analysis necessary to the development of curriculums. When information contained in the worker trait group display, including the qualifications profile, is examined, a generalized pattern emerges for the particular job under consideration. This is probably a result of the blending of the all-inclusive terminology employed by the D.O.T.

A more accurate delineation of skills, functions, duties, and responsibilities required by certain jobs in this guide, in terms of employability standards to be achieved and training content, became necessary to bring particular jobs into proper focus. It was decided to obtain a consensus of observations, descriptions, and prerequisites of the covered jobs from the contributing specialists and consultants. The objective has been to give guidance, placement, and selection counselors, teachers, and school administrators, at all levels, a more comprehensive view of some of the jobs covered. This comprehensive approach should enable clearer information to be given to the trainee to help him establish career objectives.

It is recognized that some teachers, administrators, and counselors may take issue with some of the coding in the Data, Things, and People hierarchies and also with the details of the qualifications profile as set forth in the D.O.T. Amendments to some of the job specifications and indicators will probably appear or will be implied in the occupational prerequisites which appear with the job descriptions in this guide. Because of the generalized terms employed by the D.O.T., these amendments should be taken as supplements to the D.O.T., rather than corrections.

There may be varying viewpoints regarding the interests, abilities, aptitudes, and temperaments, and the level of each, required for particular jobs. Workers in any occupation will exhibit a wide range of abilities, temperaments, and interests. Exact matching of these qualities with individuals will pose serious selection, training, and employment problems. The mere fact that a worker has basic aptitudes which are thought to be directly related to job performance does not insure success either in training or employment. However, failure to exhibit any of the well-correlated aptitudes for the occupation will often result in the

failure of the individual. Teachers, counselors, and others are referred to the section on guidance in this guide for further information regarding the selection process and testing.

The "Occupation and Training Analyses" section of this guide should also be consulted. This section contains a short analysis of each job's activities in terms of required skills, functional knowledge and duties, and environmental knowledge.

The D.O.T. was used, as much as possible, to determine common elements of skills and functional requirements for each of the pertinent jobs listed in its three-digit occupational grouping. Predicated on these findings, a *general* pattern of training was developed for basic skills and some of the functional duties required for each job. It became obvious that the course units included in the basic training had to be tailored and that specialized units would have to be evaluated carefully to determine their contribution to each particular job. Additional consideration was also given to the purposes that each curriculum was to serve. Information concerning these considerations is set forth in the section "About the Curriculums."

The D.O.T. was also used, in terms of aptitudes, interests, and temperaments defined therein, to establish fundamental occupational prerequisites. Again, these were expanded to include employability standards and suggested training. Skills and knowledges gained from work experience, equivalent to the suggested training, are acceptable in lieu of the training. These knowleges and skills should be assessed carefully by counselors and teachers before enrollment of the trainee in particular courses of study.

Some of the jobs covered by this curriculum guide are low-level entry jobs requiring basic literacy and arithmetic skills—for example, messenger (errand boy, delivery boy), office boy, etc. Others, such as distribution clerk, envelope sealing machine operator, etc., demand more physical activity than office skills. To prepare people for these jobs, suggested remedial literacy training is included.

For ease of reference, users of this guide may wish to group job titles in clusters so that both common and specialized training can be identified. Examples of the clusters are:

Messenger Service Occupations: Telegraph Messenger II; Telegraph Messenger I; Messenger; Route Aid; Cash Boy; Copy Boy; Runner; Office Boy; Express Messenger; Shipper

Mail Preparation and Handling Occupations: Parcel Post Clerk; Mail Order Sorter; Mail Clerk; Direct Mail Clerk; Registered Mail Clerk; Trust Mail Clerk; Distribution Clerk; Post Office Clerk (clerical); Post Office Clerk (gov. ser.); Mail and Rural Mail Carriers

Machine Operation: Envelope Sealing; Folding; Inserting; Sealing and Canceling; Wing Mailer; and Addressing Machine Operators

Telephone and Telegraph Occupations: Private Branch Exchange Service Advisor; Radio Message Router; Switching Clerk; Route Clerk; Central Office Operator; Gamewell Operator; Police District Switchboard Operator; Information Operator: Telephone Answering Service Operator; Telephone Operator; Telefax Clerk; Morse Operator; Telegrapher; Telegrapher Agent

Clerical and Information Service Occupations: Travel Counselor; Admitting Officer I; Appointment Clerk; Receptionist; Information Clerk; Pay Station Attendant; Out-Patient Admitting Clerk; Hospital Admitting Clerk; Registrar; Registration Clerk II; Contract Clerk Training Supervisor; Counter Clerk; Mail Distribution Scheme Examiner; Traffic Manager, Placer; Weather Clerk; Wirephoto Operator; Maintenance Service Dispatcher; Mailer; Apprentice; Directory Clerk; Meter Reader; Service Observer; Router; Tube Operator; Inspection Clerk; Policyholders' Information Clerk; Correspondence Clerk; Correspondence Review Clerk; Sales Correspondent; Survey Worker; Credit Clerk; Library Assistant; New Account Clerk; Reservation Clerk; Tracer Clerk; Compiler; Mailing List Compiler; Medical Record Clerk; Bank Messenger; Broadcast Checker

Supervisory Occupations: Messengers' Supervisor; Mailing Supervisor; Mails Foreman, Carriers' Foreman; Central Office Operator Supervisor; Chief Telephone Operator; Cable Supervisor; Contract Clerk Supervisor; Mail Room Foreman; Delivery Department Manager; Chief Meter Reader; Morse Supervisor; Chief Service Observer; Automatic Equipment Supervisor; Route Supervisor; Telefax Supervisor; Survey Worker Supervisor

JOB DESCRIPTIONS, OCCUPATIONAL PREREQUISITES, AND SUGGESTED TRAINING

Many jobs in an occupational field can be clustered on the basis of worker qualifications in terms of personal characteristics, aptitudes, and abilities, and training needed to meet the demands of the jobs. This section is subdivided to present job definitions, occupational prerequisites, and suggested training so that the user may quickly refer to several sections in the guide to find supplemental required information. The subdivisions are as follows:

1. *Occupational Level.* Job levels I, II, and III are defined in the "About the Curriculums" section of this guide. In that section, all job titles are listed at a particular level. Level I jobs have been further subdivided into two categories. An explanation of these subdivisions is included under the discussion for level I jobs.

2. *Occupational Prerequisites.* As a general rule, jobs in each level are grouped under a pertinent "Worker Traits Arrangement of Titles and Codes" exhibit. The particular "Worker Traits Arrangement of Titles and Codes," taken from the D.O.T., is exhibited in the section, "The Dictionary of Occupational Titles." Reference is made to the Worker Requirements and Qualifications Profile for a particular "Worker Traits Arrangement of Titles and Codes" to detail the required worker characteristics. In addition, amendments to the information found in the various exhibits may also appear as notes under the job definition. Thus, the occupational prerequisites may be a combination of information from the D.O.T. and generally used employer selection standards. Individual employers will vary in the importance they attach to particular worker characteristics and the ways in which they may judge these characteristics. Teachers and counselors should be especially alert to these aspects and should evaluate trainees using criteria for the characteristics similar to those used by employers.

3. *Job Title and D. O. T. Number.* Job titles and D. O. T. numbers are centered on the page under each Occupational Prerequisite subsection. Alternate titles for a job are included under the job definition.

4. *Job Definition (D. O. T.).* The job descriptions are taken from the D. O. T. definitions. The user of the guide is cautioned to regard these job descriptions as generalized and not definitive. Employers may specify, in much greater detail, the tasks and duties expected to be performed in a particular position. These details will vary according to the size and composition of the work staff; the nature of work done; the location of the office, plant, agency, or branch; the availability of skills in the labor market; and the individual employer's philosophy.

The word "may" in the job descriptions signifies that the duty following it may be required by some employers or may be performed only on occasion. In any event, the duty following the word "may" will be subordinate to other duties in the job with respect to the time and effort given to it by the worker.

5. *Suggested Training.* A synopsis of the training suggested for developing competencies for employment or for further development on the job is shown. Included in the suggested training is the relevant work experience phase. The suggested training data refer to the basic program and the specialized and administrative training units suggested for study. Some of the suggested training is optional and is explained in the Curriculum Synopses section. The guide user should refer to the program suggested for the job in the "Curriculum Synopses" section for typical arrangements of courses.

NOTE.—For purposes of this guide, level I jobs are subdivided into categories A and B. Category A jobs, defined immediately below along with their prerequisites, are low-level clerical entry jobs requiring only basic literacy and a grasp of elemental arithmetic principles. Slight variations in course units listed under "Suggested Training" will be noted for specific jobs, but the prerequisites can only be stated in terms of minimums. In some instances, employers may have well-defined channels of advancement with concomitant requirements for particular preemployment knowledge areas or skill capabilities, but these individual situations, of necessity, fall beyond the scope of this guide. It should be noted that these positions may afford those persons involved with implementing M.D.T.A. programs an opportunity to place persons in these jobs quickly with a minimal amount of training. Where necessary, to meet employment or training standards, trainees may take the remedial Literacy Skills unit.

Level I—Category A

Occupational prerequisites.—The workers in the jobs defined below should have those characteristics

described in the Worker Requirements and Qualifications Profile included in exhibit II, *Sorting, Inspecting, Measuring, and Related Work, .484; .845; .487; .584; .585; .587; .683; 684; .685; .687.*

EXPRESS MESSENGER (r.r. trans.)—231.687

Job definition (*D.O.T.*).—Receives parcels and valuables for express shipment on train. Sorts mail or packages enroute in express car. Places valuables in express car safe and guards it throughout journey.

MAILER (print. & pub.)—239.587

Job definition (*D.O.T.*).—Mails or dispatches newspapers, periodicals, envelopes, cartons, or other bulk printed matter by performing any combination of following duties: wraps or bundles printed matter by hand or using tying machine. Addresses bundle or wrapped printed matter by hand or stamps, tags, or labels it according to mailing lists and dispatching orders, using stencils and a stamping machine. Sorts bundles according to destination and places bundles to be mailed in specified mail bags. Stacks bundles for shipment and loads and unloads bundles onto and from trucks and conveyors. Files and corrects stencils. Counts and keeps daily record of bundles and copies handled. May keep card record distribution file of units mailed or dispatched to subscribers and dealers.

MAILER APPRENTICE (print. & pub.)—239.587

Job definition (*D.O.T*).—Performs duties as described under APPRENTICE (any ind.).

NOTE.—The following job definition, taken from the D.O.T., is for information purposes only.

APPRENTICE (any ind.)

Job definition (*D.O.T.*).—A worker who learns, according to a written or oral contractual agreement, a recognized skilled craft or trade requiring two or more years of on-the-job training through job experience supplemented by related instruction, prior to the time that he may be considered a qualified skilled worker. Apprentices are seldom over 30 years of age. High school or vocational school education is generally a prerequisite for entry into an apprenticeship program. Provisions of apprenticeship agreement regularly include length of apprenticeship; a progressive scale of wages; work processes to be taught; and amount of instruction in subjects related to the craft or trade, such as characteristics of materials used, selected shop mathematics, and blueprint reading. Apprenticeability of a particular craft or trade is best evidenced by its acceptability for registration as a trade by a State apprenticeship agency or the Federal Bureau of Apprenticeship and Training. Generally, where employees are represented by a union, apprenticeship programs come under the guidance of joint apprenticeship committees composed of representatives of the employers or the employer association and representatives of the employees. These committees may determine need for apprentices in a locality and establish minimum apprenticeship standards of education, experience, and training. In instances where committees do not exist, apprenticeship agreement is made between apprentice and employer, or an employer group. The title, apprentice, is often loosely used as a synonym for beginner, helper, or learner. This practice is technically incorrect and leads to confusion in determining what is meant. Typical classifications for apprentices are BLACKSMITH APPRENTICE (forging); MACHINIST APPRENTICE (mach. shop); and PLUMBER APPRENTICE (const.).

SHIPPER (bus. ser.)—231.687

Job definition (*D.O.T.*).—Sorts boxes of processed color film for shipment. Places boxes in bins according to delivery route and name and address of customer on label. Verifies shipment against invoice and packs boxes in plastic bags or cartons. Stamps postage on containers, using postal meter. Arranges for shipment by truck, railroad, or air.

SWITCHING CLERK (tel. & tel.)—235.585

Job definition (*D.O.T.*).—Reperforator operator. Tends switching equipment through which telegraph messages are received in central receiving station and routed to various destinations. Threads perforated and printed tape from receiver into transmitter. Reads destination on each message and consults chart to determine routing. Pushes button or inserts cord into jackboard to activate circuit that transmits message. Communicates with sending station, using reperforator machine, to clarify messages.

TUBE OPERATOR (clerical)—239.687

Job definition (*D.O.T.*).—Pneumatic tube operator; tube clerk; tube dispatcher; tube station attendant. Receives and routes messages through pneumatic tube system. Opens incoming pneumatic tube carriers containing items, such as mail correspondence, bills, and receipts. Inspects and sorts items, inserts them in carriers, and routes them through tube system.

Occupational prerequisites.—The workers in the jobs defined below should have those characteristics described in the Worker Requirements and Qualifi-

cations Profile included in exhibit III, *Routine Checking and Recording, .588; .688.*

DIRECTORY CLERK (tel. & tel.)—239.588

Job definition (*D.O.T.*).—Obtains telephone numbers from directories for use in delivery of telegrams from telegraph office by telephone. Transcribes numbers onto messages, and forwards them to delivery personnel.

INSPECTION CLERK (tel. & tel.)—239.688

Job definition (*D.O.T.*).—Removes sections with revenue-bearing messages from reels of telegraph message tape. Examines tape, transcribed from perforator tape, and cuts out collect message strips with scissors. Pastes messages on forms used for customer billing. Sorts and inspects telephone charge tickets for such billing information as destination of telegraph message and accuracy of telephone number to which charges are made. Examines message file and removes misfiled revenue-bearing messages.

LIBRARY CLERK, TALKING BOOKS (library)—209.588

Job definition (*D.O.T.*).—Selects Talking Books for mailing to blind library patrons. Compares borrower's written request with list of available titles. Selects books, following borrower's request, or selects substitute titles, following such criteria as age, education, interest, and sex of borrower. Obtains books from shelves. Types address label to prepare for mailing. May type records, such as material or issue cards. May receive and inspect Talking Books returned to library (CLERK, BRAILLE AND TALKING BOOKS).

MAIL CLERK (clerical)—231.588

Job definition (*D.O.T.*).—Mail room clerk; mail sorter; postal clerk. Sorts incoming mail for distribution and dispatches outgoing mail. Opens envelopes by hand or with letter opening machine. Stamps date and time of receipt on incoming mail. Sorts mail according to destination and type, such as returned letters, adjustments, bills, orders, and payments. Readdresses undeliverable mail bearing insufficient or incorrect address. Examines outgoing mail for appearance and seals envelopes by hand or with envelope sealing machine. Stamps outgoing mail by hand or with postage meter. May fold letters or circulars and insert into envelopes (FOLDING MACHINE OPERATOR). May distribute and collect mail. May weigh mail to determine that postage is sufficient. May keep record of registered mail. May address mail, using addressing machine (ADDRESSING MACHINE OPERATOR). May be designated according to type of mail handled as MAIL CLERK, BILLS.

NOTE.—The following two job titles and definitions are defined related titles as shown in the D. O. T. and bear the same D. O. T. number as MAIL CLERK, 231.588.

DIRECT MAIL CLERK (clerical)—231.588

Job definition (*D.O.T.*).—Mails letters, product samples, and promotional literature to prospective customers. Receives requests for samples and prepares required shipping slips.

REGISTERED MAIL CLERK (banking)—231.588

Job definition (*D.O.T.*).—Collects, records, and transmits incoming and outgoing registered mail. Compares mail received with post office list to verify accuracy and signs receipt. Records in ledger information, such as sender, addressee, and disposition of mail. Opens, sorts, and records registered enclosures and distributes them to departments in bank. Collects mail to be registered and compares contents with descriptions on checklist to verify items. Delivers outgoing mail to post office and obtains receipt.

ROUTE CLERK (tel. & tel.)—235.588

Job definition (*D.O.T.*).—Sorts and routes telegrams received by pick-up and delivery section of telegraph office. Folds messages and places them in envelopes for delivery. Receives requests for message pick-ups within area served by telegraph office. Routes messages to customers within city via private telegraph wire or telephone, and to customers in distant cities via telegraphic typewriter or Morse telegraphy. Reads maps to sort messages and pick-up requests into routes. Dispatches TELEGRAPH MESSENGER I. Receives and records remittances returned for messages picked up. Reads messages for errors.

ROUTER (clerical)—239.588

Job definition (*D.O.T.*).—Dispatcher; marker, delivery; routing clerk. Stamps or stencils letters, or tags packages, boxes, or lots of merchandise to indicate delivery routes. Reads addresses on articles and determines route, using standard charts.

Occupational prerequisites.—The workers in the jobs defined below should have those characteristics described in the Worker Requirements and Qualifications Profile included in exhibit VII, *Ushering, Messenger Service, and Related Work, .868; .878.*

MESSENGER (clerical)—230.878

Job definition (*D.O.T.*).—Delivery boy; errand boy; errand girl; floor boy. Delivers messages, documents, packages, and other items to offices or departments

within establishment or to other business concerns—walking, using bicycle or motorcycle, or riding public conveyance. May open and sort incoming mail and sort, fold, stamp, and seal outgoing mail. May keep log of items received and delivered. May obtain receipts for articles delivered.

NOTE.—The following four job titles and definitions are defined related titles as shown in the D.O.T. and bear the same D.O.T. number as Messenger (clerical), 230.878.

CASH BOY (ret. tr.)—230.878

Job definition (*D.O.T.*).—Performs duties at exchange desk of retail store. Returns goods to department where purchased. Distributes merchandise, issues supplies, obtains change for large bills from CASHIER II (clerical) and performs other duties as directed. Feminine title: CASH GIRL.

COPY BOY (print. & pub.)—230.878

Job definition (*D.O.T.*).—Mat boy. Carries copy, proofs, and illustration material to and from advertisers and other outside agencies, and from desk to desk within office. May read competitors' publications, clip items or stories not printed in own publication, and submit clippings to editor.

ROUTE AID (tel. & tel.)—230.878

Job definition (*D.O.T.*).—Delivers messages to and from conveyor belts, terminals, tube locations, and other transmitting points within telegraph office.

RUNNER (finan. inst.)—230.878

Job definition (*D.O.T.*).—Delivers stock certificates or bonds to outside stock brokerage offices and own firm.

TELEGRAPH MESSENGER (tel. & tel.) I—230.868

Job definition (*D.O.T.*).—Delivers telegrams and packages by bicycle, automobile, or on foot. Collects payment for messages received or delivered and computes charges for prepaid messages. Explains special services of company upon request. May distribute circulars. May be designated according to method of delivery as TELEGRAPH MESSENGER, AUTOMOBILE; TELEGRAPH MESSENGER, BICYCLE; TELEGRAPH MESSENGER, WALKING. May work at out-station and be designated as TELEGRAPH MESSENGER, STATION.

INDUSTRIAL CALLER (any ind.)—239.868

Job definition (*D.O.T.*).—Pages employee, using public address system. Records name and extension of person to be paged. Pages person until call-back is received. Delivers message.

Occupational prerequisites.—The workers in the job defined below should have those characteristics described in the Worker Requirements and Qualifications Profile included in exhibit VIII, *Classifying, Filing, and Related Work, .388.*

RADIO MESSAGE ROUTER (tel. & tel.)—235.388

Job definition (*D.O.T.*).—Classifies messages at central office exchange and routes them for transmission. Counts words in message and examines them for spelling and clarity. Places routing information on message, such as method of transmission, route, and operator's code. Places message in pneumatic tube or basket for delivery to operator.

Occupational prerequisites.—The workers in the job defined below should have those characteristics described in the Worker Requirements and Qualifications Profile included in exhibit XI, *Typesetting, Reproducing, and Related Machine Work, .382; .582.*

NEWS WIREPHOTO OPERATOR (print. & pub.)—239.382

Job definition (*D.O.T.*).—Operates news wirephoto machine to transmit syndicated news photographs over telecommunication wires to newspapers and magazines. Inserts developed photographic print in camera chamber equipped with electric eye which scans photographs and transmits them over transcontinental telephone or telegraph wires. Adjusts controls to coordinate machine processes involving detecting, screening, and converting photographic highlights and shadows into sound signals for wire transmission.

Occupational prerequisites.—The workers in the jobs defined below should have those characteristics described in the Worker Requirements and Qualifications Profile included in exhibit XII, *Tending, .885.*

ENVELOPE SEALING MACHINE OPERATOR (clerical) I—234.885

Job definition (*D.O.T.*)—Envelope sealer operator; letter sealer operator. Tends machine that seals envelopes preparatory to mailing. Arranges envelopes so flaps are open and up and places them on feed tray. Starts machine and observes operation for malfunction. May insert material in envelopes before sealing.

FOLDING MACHINE OPERATOR (clerical)—234.885

Job definition (*D.O.T.*).—Folder operator. Tends machine that folds advertising literature, forms, letters, or other paper sheets. Turns indicator knobs to adjust folding rollers, side guides, and stops according to specified size and number of folds. Starts machine

and feeds paper sheets into folding rollers. Removes folded sheets. May place folded sheets in envelope preparatory to mailing.

INSERTING MACHINE OPERATOR (clerical)—234.885

Job definition (*D.O.T.*).—Tends machine that inserts printed matter, such as letters or booklets, into folders or envelopes. Stacks quantities of materials to be inserted in feed boxes of machine and sets feeders with hand screws to accommodate thickness of material. Stacks covers in feed box and sets feeder to thickness. Starts machine and replenishes feed boxes with inserts and covers.

SEALING AND CANCELING MACHINE OPERATOR (clerical)—234.885

Job definition (*D.O.T.*).—Canceling and metering machine operator; envelope stamping machine operator; letter stamping machine operator; postage machine operator. Tends machine that automatically seals envelopes and imprints postmark on envelopes or tape to be pasted on packages. Turns indicator dials to specified letters and numbers to be imprinted. Starts machine and positions envelopes on feed tray or secures roll of tape on machine spindles. Removes postmarked envelopes or tape. May weigh articles to determine specified postage, using scale and postal code book. May be designated according to particular function as CANCELING MACHINE OPERATOR; ENVELOPE SEALING MACHINE OPERATOR II; STAMPING MACHINE OPERATOR.

WING MAILER MACHINE OPERATOR (print. & pub.)—234.885

Job definition (*D.O.T.*).—Tends machine that applies address labels to advertising matter preparatory to mailing. Adjusts wing (feed guides) to accommodate size of article to be labeled and places stack of unlabeled articles between guides. Mounts roll of preaddressed labels on machine spindle. Fills reservoir with water or paste. Moves handle and turns rubber wheel to feed label over roller or brush that applies water or paste and under blade that automatically cuts labels from roll and applies label to mailing piece. Removes labeled article from machine and stacks on table, exposing unlabeled article for labeling.

Occupational prerequisites.—The workers in the job defined below should have those characteristics described in the Worker Requirements and Qualifications Profile included in exhibit XVII, *Computing and Related Recording, .388;.488.*

MEDICAL RECORD CLERK (medical ser.)—249.388

Job definition (*D.O.T.*).—Coding clerk. Classifies medical records of hospital patients and compiles statistics for use in reports and surveys. Keeps daily statistical record of information, such as admissions, discharges, deaths, births, and types of treatment rendered, using records, such as admission and discharge slips and medical charts.

Suggested training.—The suggested training shown below is optional, but it is presented in the event that the guidance counselor and the trainee decide mutually that some orientation to basic clerical skills and the importance of communication in business would be helpful. Many employers will accept persons without the suggested training and provide them with appropriate on-the-job training. Reference should also be made to remedial training as necessary.

	Hours
(1) Basic clerical skills	40
(2) Communications and business	30
(3) Relevant work experience	

Certain other training may be helpful to persons seeking the positions defined in Level I-Category A. Provision for this training is made in the suggested typical programs found in the Curriculum Synopses section of the guide. Suggested additional training for specified trainees in Category A is shown below.

Trainees	*Suggested Unit*	*Hours*
Mailer Apprentice Registered Mail Clerk Mail Clerk Mailer	Office Mailing Practices.	15
Library Clerk, Talking Books.	Fundamentals of Typing (Typing I).	70
Envelope Sealing Machine Operator I. Folding Machine Operator Inserting Machine Operator Sealing and Canceling Machine Operator. Wing Mailer Machine Operator.	Mailing Machine Operation.	15

Level I—Category B

Occupational prerequisites.—The workers in the job defined below should have those characteristics described in the Worker Requirements and Qualifications Profile included in exhibit I, *Scheduling, Dispatching, Expediting, and Related Work, .168.*

TRAVEL COUNSELOR (nonprofit organ.)—237.168

Job definition (*D.O.T.*).—Touring counselor; traveling clerk. Plans trips for members of automobile clubs.

Marks suitable roads and possible detours on road map, showing route from point of origin to destination and return. Indicates points of interest, restaurants, hotels or other housing accommodations, and emergency repair services available during trip. Reserves hotel, motel, or resort accommodation by telephone, telegraph, or letter. Calculates mileage of marked route and may estimate travel expenses. Informs patron of bus, ship, train, and plane connections. Consults hotel directories, road maps, circulars, timetables, and other sources to obtain current information.

NOTE.—The worker should possess social skills for dealing with the public.

Suggested training:

	Hours
(1) Basic clerical skills	40
(2) Communications and business	30
(3) Effective interpersonal relations	40
(4) Travel services	45
(5) Relevant work experience	

Occupational prerequisites.—The workers in the jobs defined below should have those characteristics described in the Worker Requirements and Qualifications Profile included in exhibit III, *Routine Checking and Recording, .588; .688.*

BROADCAST CHECKER

(radio & tv broad.)—249.688

Job definition (*D.O.T.*).—Program clerk; radio program checker. Monitors radio and television programs to detect contractual violations. Times and records names and time used by local firms in advertising. Verifies whether production is in accordance with conditions of contract and reports on volume, clarity, and quality of reproduction. Prepares reports of findings to advertisers.

Suggested training:

	Hours
(1) Basic clerical skills	40
(2) Communications and business	30
(3) Business correspondence	30
(4) Relevant work experience	

DISTRIBUTION CLERK (gov. ser.)—231.688

Job definition (*D.O.T.*).—Mail sorter. Sorts and processes mail in post office, performing any combination of tasks depending on size of post office. Sorts incoming or outgoing mail into mail rack pigeon holes or into mail sacks according to destination. May feed letters into electric canceling machine or handstamp mail with rubber stamp to cancel postage. May serve at public window or counter. May transport mail within post office (MATERIAL HANDLER (any ind.)). May sort mail in mobile post office and be designated DISTRIBUTION CLERK, RAILWAY OR HIGHWAY POST OFFICE. May sort mail which other workers have been unable to sort and be designated SPECIAL DISTRIBUTION CLERK.

NOTE.—Workers in this position should have sufficient social skills to deal with the public. Entrance to this position is through the civil service system and the applicant should be able to pass the appropriate qualifying tests.

Suggested training:

	Hours
(1) Basic clerical skills	40
(2) Communications and business	30
(3) Relevant work experience projects	

METER READER

(light, heat & power; waterworks)—239.588

Job definition (*D.O.T.*).—Reads electric, gas, water, or steam consumption meters and records volume used by residential and commercial consumers. Walks or drives truck over established route and takes readings of meter dials. Inspects meters and connections. Indicates irregularities on forms for necessary action by servicing department. Checks readings to locate abnormal consumption and records reasons for fluctuations. Returns route book to business office for billing purposes. May take applications for new service. May be designated according to type of meter read as ELECTRIC METER READER; GAS METER READER; STEAM METER READER; WATER METER READER.

NOTE.—The worker should possess sufficient social skills to deal with the public when entering residential and commercial establishments to perform duties. Should also be able to drive a motor vehicle (truck) as this may be required by his assignment.

Suggested training:

	Hours
(1) Basic clerical skills	40
(2) Communications and business	30
(3) Relevant work experience	

Occupational prerequisites.—The workers in the jobs defined below should have those characteristics described in the Worker Requirements and Qualifications Profile included in exhibit IV, *Switchboard Service, .862.*

CENTRAL OFFICE OPERATOR

(tel. & tel.)—235.862

Job definition (*D.O.T.*).—Switchboard operator; telephone operator. Operates telephone switchboard and assists customers in establishing local or long distance telephone connections. Observes signal light on switchboard, plugs cords into trunk jack, and

dials or presses button to make connections. Inserts tickets in calculagraph (time-stamping device) to record time of toll calls. Consults charts to determine charges for pay telephone calls and requests coin deposits for calls. May give information regarding subscribers' telephone numbers (INFORMATION OPERATOR). May calculate and quote charges on long distance calls and be designated CHARGE OPERATOR. May make long distance connections and be designated LONG DISTANCE OPERATOR.

GAMEWELL OPERATOR (gov. ser.)—235.862

Job definition (*D.O.T.*).—Operates switchboard of Gamewell signal system over which police officers communicate with precinct headquarters from call or signal boxes on their beat. Receives calls from policemen at designated intervals and records time of report. Calls attention of DESK OFFICER to policemen failing to report within specified time. Notifies DESK OFFICER when police vehicle is out of service. Relays orders and messages to police officer at signal box.

NOTE.—The following job title is a defined related title as shown in the D.O.T. and bears the same D.O.T. number as GAMEWELL OPERATOR, 235.862.

SWITCHBOARD OPERATOR, POLICE DISTRICT (gov. ser.)—235.862

Job definition (*D.O.T.*).—Operates switchboard to receive and transmit police communications. Talks to police officers reporting from call boxes and records messages on special forms. Enters time of call and callbox number. Telephones for ambulances or fire-fighting equipment when requested. Routes messages for radio broadcast to DISPATCHER, RADIO. May operate switchboard, which is combination of Gamewell switchboard and telephone switchboard, performing duties of GAMEWELL OPERATOR and TELEPHONE OPERATOR (clerical).

NOTE.—Entry to this position is through the civil service system and the applicant should be able to pass the appropriate qualifying tests.

INFORMATION OPERATOR (tel. & tel.)—235.862

Job definition (*D.O.T.*).—Information and DSA operator; information girl; information telephone operator. Provides telephone information from central office switchboard. Plugs in headphones when signal light flashes. Refers to alphabetical or geographical reels or directories to answer questions and suggest sources of answers. May keep record of calls received. May keep reels and directories up to date.

TELEPHONE ANSWERING SERVICE OPERATOR (bus. ser.)—235.862

Job definition (*D.O.T.*).—Interceptor operator; telephone interceptor operator. Operates cord or cordless switchboard to provide answering service for clients. Greets caller and announces name or phone number of client. Records and delivers messages, furnishes information, accepts orders, and relays calls. Places telephone calls at request of client and to locate client in emergencies. Date-stamps and files messages.

TELEPHONE OPERATOR (clerical)—235.862

Job definition (*D.O.T.*).—Control board operator; p.b.x. operator; private branch exchange operator; switchboard operator; telephone switchboard operator. Operates cord or cordless switchboard to relay incoming, outgoing, and interoffice calls. Pushes switch keys to make connections and relay calls on cordless switchboard. On cord-type equipment, plugs cord in jacks mounted on switchboard. May supply information to callers and record messages. May keep record of calls placed and toll charges. May perform clerical duties, such as typing, proofreading, and sorting mail. May operate system of bells or buzzers to call individuals in establishment to phone.

NOTE.—In addition to the suggested training preparing workers for the jobs defined above, special on-the-job training by the telephone company is usually provided for newly hired switchboard operators.

Suggested training:	*Hours*
(1) Basic clerical skills	40
(2) Communications and business	30
(3) Relevant work experience (for government service trainees, substitute relevant work experience projects)	

Occupational prerequisites.—The workers in the jobs defined below should have those characteristics described in the Worker Requirements and Qualifications Profile included in exhibit VI, *Information Gathering, Dispensing, Verifying, and Related Work. .368.*

APPOINTMENT CLERK (clerical)—237.368

Job definition (*D.O.T.*).—Reception clerk. Schedules appointments with employer or other employees for clients or customers by mail, phone, or in person, and records time and date of appointment in appointment book. Indicates in appointment book when appointments have been filled or cancelled. May telephone or write clients to remind them of appointments. May receive payments for services, and record them in ledger. May receive callers (RECEPTIONIST I). May operate switchboard (TELEPHONE OPERATOR).

NOTE.—Workers in this position should possess social skills required to deal with the public and organization staff. Where telephone switchboard operation is required, on-the-job training is usually preferred.

Suggested training:

	Hours
(1) Basic clerical skills	40
(2) Fundamentals of typing (typing I)	70
(3) Communications and business	30
(4) Effective interpersonal relations	40
(5) Receptionist and telephone training	20
(6) Relevant work experience	

COUNTER CLERK (tel. & tel.)—239.368

Job definition (*D.O.T.*).—Sells money orders and telegrams and cashes money order warrants at telegraph office public reception counter. Quotes rates for telegrams and collects amount due for message. Types message from customer's copy and places it in pneumatic tube for routing. Pays customer amount due on money order warrant. Keeps records of receipts and disbursements and balances cash on hand at end of day. May be assigned to process money orders only and be designated MONEY ORDER CLERK.

NOTE.—Workers in this position should possess good social skills required to deal with the public and the ability to exercise accuracy when making change and performing simple arithmetic functions.

Suggested training:

	Hours
(1) Basic clerical skills	40
(2) Fundamentals of typing (typing I)	70
(3) Communications and business	30
(4) Effective interpersonal relations	40
(5) Receptionist and telephone training	20
(6) Fundamentals of cash and credit transactions	15
(7) Relevant work experience	

INFORMATION CLERK (clerical)—237.368

Job definition (*D.O.T.*).—Answers inquiries of persons coming into establishment. Provides information regarding activities carried on, in or outside of establishment, and the location of departments, offices, and employees within organization. In retail establishment informs customer of location of store merchandise. In hotel, supplies information concerning services, such as laundry and valet services. Receives and answers requests for information from company officials and employees. May call employees or officials to information desk to answer inquiries. May keep record of questions asked.

NOTE.—Workers in this position should have good social skills required to deal with public.

Suggested training:

	Hours
(1) Basic clerical skills	40
(2) Communications and business	30
(3) Receptionist and telephone training	20
(4) Relevant work experience	

NOTE.—The following job definition is a defined related title as shown in the D.O.T. and bears the same D.O.T. number as Information Clerk (clerical), 237.368. See "Curriculum Synopses" section for suggested training.

PAY STATION ATTENDANT (clerical)—237.368

Job definition (*D.O.T.*).—Obtains telephone numbers at pay stations for persons with bad eyesight, persons unfamiliar with local telephone exchanges, or others unable to secure satisfactory telephone service. Usually stationed in hotels, military bases, or similar places frequented by strangers.

NEW ACCOUNT CLERK (clerical)—249.368

Job definition (*D.O.T.*).—Account application clerk; budget account clerk; credit application clerk; credit clerk; credit interviewer; new business clerk. Obtains information from customers applying for charge accounts. Interviews customer in person or by phone and explains charge plans available. Assists customer in filling out application or completes application for him. Reviews applications received by mail. Files credit applications after credit department approves or disapproves credit. May check references by phone or form letter and notify customer of acceptance or rejection of credit (CREDIT CLERK I). May verify entries and correct errors on charge accounts (ADJUSTMENT CLERK), using adding machine.

NOTE.—Workers in this position should possess good social skills and the ability to deal tactfully with the public.

Suggested training:

	Hours
(1) Basic clerical skills	40
(2) Office machines—computing and duplicating	30
(3) Communications and business	30
(4) Effective interpersonal relations	40
(5) Interviewing practice	30
(6) Relevant work experience	

RECEPTIONIST (clerical)—237.368

Job definition (*D.O.T.*).—Reception clerk. Receives clients or customers coming into establishment, ascertains their wants, and directs them accordingly. Obtains caller's name and arranges for him to see person called upon. Directs caller to his destination and records name, time of call, nature of business, and person called upon. May make future appoint-

ments and answer inquiries (INFORMATION CLERK). May perform variety of clerical duties (CLERK, GENERAL OFFICE) and other duties pertinent to the type of establishment. May collect and distribute mail and messages. May receive patients in office of PHYSICIAN (medical ser.); DENTIST (medical ser.); or other health service and be designated as RECEPTIONIST, DOCTOR'S OFFICE (medical ser.) or OUT-PATIENT RECEPTIONIST (medical ser.).

NOTE.—In addition to the functions contained in the job description, typing skills may be required. Worker should also have the social skills necessary for dealing with the public.

Suggested training:	*Hours*
(1) Basic clerical skills	40
(2) Fundamentals of typing (typing I)	70
(3) Communications and business	30
(4) Effective interpersonal relations	40
(5) Receptionist and telephone training	20
(6) Relevant work experience	

REGISTRAR (gov. ser.)—237.368

Job definition (*D.O.T.*).—Entrance guard. Registers visitors to public facilities, such as national or state parks, military bases, and monuments. Stops vehicles and foot traffic at gate and enters names, nationality, and home address of persons on record sheet. Cautions visitors about fires, wild animals, travel hazards, and domestic pets and informs them of laws and regulations pertaining to area. May issue information leaflets. May collect fees and issue entry and fire permits. May give talks describing historical, natural, or scenic points of area.

NOTE.—Workers in this position should have sufficient social skills to deal with the public. Where the position is part of the civil service system, qualifying tests will be required.

Suggested training:	*Hours*
(1) Basic clerical skills	40
(2) Communications and business	30
(3) Effective interpersonal relations	40
(4) Relevant work experience projects	

REGISTRATION CLERK (gov. ser.) II—237.368

Job definition (*D.O.T.*).—Interviews persons to obtain information for legal or other records. Records answers to personal history queries, such as date of birth, length of residence in United States, and changes of addresses to enroll persons for voting, citizenship applications, or other purposes. May record number of applicants registered. May fingerprint registrants (FINGERPRINT CLERK). May take affidavits concerning registrant's statement.

NOTE.—Workers in this position should have sufficient social skills to deal with the public. Where position is part of the civil service system, qualifying tests will be required.

Suggested training:	*Hours*
(1) Basic clerical skills	40
(2) Communications and business	30
(3) Effective interpersonal relations	40
(4) Relevant work experience projects	

NOTE.—The following title is incorporated as part of the definition for Telegraph Messenger I, D.O.T. 230.868, but is separated by dashes in the body of the text.

TELEGRAPH MESSENGER (tel. & tel.) II—230.368

Job definition (*D.O.T.*).—Telephone messenger. Delivers and receives telegraph and radio messages, using telephone. Calls addressee, using telephone directories and card indexes to locate telephone number. Reads message, and spells misunderstood words, using phonetic alphabet. Solicits reply to promote sale of services. Records message to be sent, using pen, pencil, or typewriter. Suggests rewording, if necessary, for clarity and conciseness. Quotes rates, explains classification and reads sample messages to aid customer in preparing message. Counts message units and reads rates in rate book to bill customer. May operate telephone switchboard equipment.

Suggested training:	*Hours*
(1) Basic clerical skills	40
(2) Communications and business	30
(3) Fundamentals of typing (typing I)	70
(4) Relevant work experience	

Occupational prerequisites.—The workers in the job defined below should have those characteristics described in the Worker Requirements and Qualifications Profile included in exhibit VII, *Ushering, Messenger Service, and Related Work, .868; .878.*

OFFICE BOY (clerical)—230.878

Job definition (*D.O.T.*).—Performs any combination of the following duties in business office of commercial or industrial establishments. Furnishes workers with clerical supplies. Opens, sorts, and distributes incoming mail and collects, seals, and stamps outgoing mail. Delivers oral or written messages. Collects and distributes paperwork, such as records or time cards, from one department to another. Marks, tabulates, and files articles and records. May use office equipment, such as envelope sealing machine, letter opener, record shaver, stamping machine, and transcribing machine. May be known according

to specific task performed as MAIL BOY. Feminine title: OFFICE GIRL.

NOTE.—Workers in this position should show evidence of potential for advancement since this particular category is often used as an entry position to higher level clerical jobs.

Suggested training:	*Hours*
(1) Basic clerical skills	40
(2) Office mailing practices	15
(3) Communications and business	30
(4) Relevant work experience	

Occupational prerequisites.—The workers in the jobs defined below should have those characteristics described in the Worker Requirements and Qualifications Profile included in exhibit VIII, *Classifying, Filing, and Related Work, .388.*

BANK MESSENGER (banking)—249.388

Job definition (*D.O.T.*).—Collector. Prepares lists of checks, drafts, notes, and other items drawn on other local banks and delivers them to local clearing house or to drawee bank and business houses for payment or acceptance. Gathers items, such as checks, securities, and legal documents, from sections and departments. Sorts items and lists on collection form. Delivers items and obtains receipts. Posts data concerning collection items on settlement sheet. Delivers and picks up mail inside bank.

Suggested training:	*Hours*
(1) Basic clerical skills	40
(2) Communications and business	30
(3) Relevant work experience	

COMPILER (clerical)—249.388

Job definition (*D.O.T.*).—Compiles directories, survey findings, opinion polls, and census reports from data obtained from surveys or a census. Compiles names, addresses, vital statistics, and other facts or opinions from business subscribers or persons in communities or cities. Verifies information for completeness and accuracy. Records and arranges information in specified order or groupings, such as by name, location, sex, occupation, or affiliation. May use typewriter or other recording device to duplicate information. May prepare graphs or charts to show survey results. May be designated according to type of information compiled as DIRECTORY COMPILER; SURVEY COMPILER.

NOTE.—Workers in this position should possess a high degree of clerical accuracy and aptitude.

Suggested training:	*Hours*
(1) Communication and basic language skills (elective, not shown in synopses)	60
(2) Basic clerical skills	40
(3) Fundamentals of typing (typing I)	70
(4) Indexing and filing practices	30
(5) Communications and business	30
(6) Relevant work experience	

MAILING LIST COMPILER (clerical)—249.388

NOTE.—This job title and definition is a defined related title as shown in the D.O.T. and bears the same D.O.T. number as Compiler, 249.388. See "Curricula Synopses" section for the suggested training program.

Job definition (*D.O.T.*).—Compiles lists of names and addresses of people to whom certain types of advertising literature may be sent. Examines current newspapers, magazines, directories, trade journals, professional and organizational publications, reports of conventions or meetings, and other public notices and publications for names and addresses. Types cards, listing information, such as age, education, occupation, income, ownership of autos, real estate and securities, interests in sports, social activity, and marital status. Keeps file of cards.

MAIL CARRIER (gov. ser.)—233.388

Job definition (*D.O.T.*).—Letter carrier; mailman; postman. Sorts mail for delivery and delivers mail on established route. Inserts mail into slots of mail rack to sort for delivery. Delivers mail to residences and business establishments along route. Completes delivery forms, collects charges, and obtains signature on receipts for delivery of specified types of mail. Enters changes of address in route book and readdresses mail to be forwarded. May deliver specialized types of mail and be designated as PARCEL POST CARRIER; SPECIAL DELIVERY MESSENGER.

NOTE.—Appointment to this position is through the civil service system and applicants should be able to pass the appropriate qualifying tests. May require motor vehicle operator's license.

Suggested training:	*Hours*
(1) Basic clerical skills	40
(2) Communications and business	30
(3) Post office practices	30
(4) Relevant work experience projects	

RURAL MAIL CARRIER (gov. ser.)—233.388

NOTE.—This job title and definition is a defined related title as shown in the D.O.T. and bears the same D.O.T. number as Mail Carrier, 233.388. See "Curriculum Synopses" section for suggested training.

Job definition (*D.O.T.*).—Delivers mail along route outside the corporate limits of a town or city. Sorts mail for delivery according to location on route. Drives automobile over route and makes deliveries. Picks up outgoing mail, sells stamps, and issues money orders.

CORRESPONDENCE REVIEW CLERK (clerical)—204.388

Job definition (*D.O.T.*).—Reads incoming correspondence and routes to individual or department concerned. Requisitions records needed to process correspondence. Types acknowledgement letter to person sending correspondence.

NOTE.—Workers in this position should have the ability to pay close attention to detail.

Suggested training:	Hours
(1) Basic clerical skills	40
(2) Fundamentals of typing (typing I)	70
(3) Communications and business	30
(4) Communication and basic language skills (elective, not shown in synopses)	60
(5) Business correspondence	30
(6) Relevant work experience	

MAINTENANCE SERVICE DISPATCHER (clerical)—239.388

Job definition (*D.O.T.*).—Dispatcher; maintenance clerk. Receives telephone and written orders from plant departments for maintenance service, such as repair work, machine adjustments, and renewals or installation of other plant property, and relays requests to appropriate maintenance division. Keeps records of requests and services rendered. Requisitions supplies for maintenance and clerical workers.

NOTE.—Workers should have sufficient organizational knowledge to transmit requests and information correctly. A motor vehicle operator's license may be required.

Suggested training:	Hours
(1) Basic clerical skills	40
(2) Communications and business	30
(3) Relevant work experience	

PARCEL POST CLERK (clerical)—231.388

Job definition (*D.O.T.*).—Parcel post packer; parcel post weigher. Wraps, inspects, and affixes postage to parcel post packages and records c.o.d. and insurance information. Wraps packages or inspects wrapping for conformance to company standards and postal regulations. Weighs packages and determines postage, using scale and parcel post zone book, and affixes postage stamps to packages. Records information, such as value, charges, and destination of insured and c.o.d. packages. Copies and attaches c.o.d. card to packages to indicate amount to be collected. Addresses packages or compares addresses with records to verify accuracy. May compute cost of merchandise, shipping fees, and other charges and bill customer. May process incoming and outgoing mail (MAIL CLERK). May fill orders from stock and be designated as PARCEL POST ORDER CLERK.

NOTE.—Workers in this position should be able to perform simple computations relevant to the job functions.

Suggested training:	Hours
(1) Basic clerical skills	40
(2) Office mailing practices	15
(3) Communications and business	30
(4) Fundamentals of typing (typing I)	70
(5) Relevant work experience	

NOTE.—The following job title and definition is a defined related title as shown in the D.O.T. and bears the same D.O.T. number as Parcel Post Clerk, 231.388. See "Curriculum Synopses" section for suggested training.

MAIL ORDER SORTER (ret. tr.)—231.388

Job definition (*D.O.T.*).—Sorts parcels for shipment, according to destination or other classification, and places parcels in mail bags or bins.

Occupational prerequisites.—The workers in the jobs defined below should have those characteristics described in the Worker Requirements and Qualifications Profile included in exhibit IX, *Typing and Related Recording, .588.*

MORSE OPERATOR (tel. & tel.)—236.588

Job definition (*D.O.T.*).—Station telegrapher; telegrapher; telegrapher cashier. Sends and receives messages in Morse code using manual or semiautomatic key. Verifies and corrects errors in messages. May adjust office instruments. May specialize in reporting stock market quotations and results of sporting events and be designated MORSE OPERATOR, CENTRAL NEWS DESK.

TELEGRAPHER (r.r. trans.)—236.588

Job definition (*D.O.T.*).—Telephoner; teletype telegrapher. Operates telegrapher teletype machine or talks over telephone to transmit and receive train orders and messages. Records time and date messages were received or transmitted. Operates teletype machine to transmit messages and train orders. Reads messages received and marks them for distribution. Talks over telephone to TRAIN DISPATCHER to inform him of departure of outbound trains from yard or terminal. Replaces rolls of teletype paper in machine as required.

TELEGRAPHER AGENT (r.r. trans.)—236.588

Job definition (*D.O.T.*).—Station telegrapher. Transmits and receives messages, train orders, and car reports in Morse code, using manual or semi-automatic key. In small railroad station performs duties, such as selling tickets, and forwarding and receiving baggage and freight (BAGGAGE AND MAIL AGENT; STATION AGENT I). May move controls to change block signals and semaphores.

NOTE.—The following suggested training is the same for Morse Operator, Telegrapher, and Telegrapher Agent. It does not show specialized on-the-job training required as explained in the "How to Use the Guide" section.

Suggested training:	*Hours*
(1) Basic clerical skills	40
(2) Fundamentals of typing (typing I)	70
(3) Communications and business	30
(4) Relevant work experience	

TRUST MAIL CLERK (banking)—231.588

Job definition (*D.O.T.*).—Receives, prepares, records, and transmits trust department mail. Records arrival of incoming mail and signs receipt. Opens, sorts, and stamps date received on mail. Types routing and identification slips for stock transfer slips received. Types transmittal forms for stock certificates to be mailed. Records name of transferee and number of certificates transmitted to maintain control of outgoing mail. Accepts stock transfer orders from customers over counter and issues receipts. Files transmittal records and receipts for stock transfer orders.

NOTE.—Workers in this position require a high degree of clerical accuracy and the ability to exercise care in performing job duties.

Suggested training:	*Hours*
(1) Basic clerical skills	40
(2) Fundamentals of typing (typing I)	70
(3) Office mailing practices	15
(4) Communications and business	30
(5) Stock transfer and trust mail handling	20
(6) Relevant work experience	

Occupational prerequisites.—The workers in the jobs defined below should have those characteristics described in the Worker Requirements and Qualifications Profile included in exhibit XI, *Typesetting, Reproducing, and Related Machine Work, .382; .582.*

ADDRESSING MACHINE OPERATOR (clerical)—234.582

Job definition (*D.O.T.*).—Operates machine to print addresses, code numbers, and similar information on items, such as envelopes, accounting forms, and advertising literature. Positions plates, stencils, or tapes in machine magazine and places articles to be addressed into loading rack. Starts machine that automatically feeds plates, stencils, and tapes through mechanism. Adjusts flow of ink and guides to fit size of paper and sets stops and selectors so that only certain plates will be printed, using wrench and pliers. Maintains plate file and operates embossing machine or typewriter to make corrections, additions, and changes on plates. May type statistical lists of plate files and correspondence concerning addressing jobs. May be designated according to trade name of machine operated such as ADDRESSOGRAPH OPERATOR.

NOTE.—The worker in this entry position should be able to follow instructions accurately when making corrections, additions, and changes on plates or stencils. Some mechanical aptitude is required to make simple adjustments using hand tools.

Suggested training:	*Hours*
(1) Basic clerical skills	40
(2) Fundamentals of typing (typing I)	70
(3) Production typing I (typing II) (elective)	70
(4) Communications and business	30
(5) Mailing machine operation	15
(6) Relevant work experience	

TELEFAX CLERK (tel. & tel.)—236.382

Job definition (*D.O.T.*).—Operates facsimile machine to send and receive telegrams and records number of messages handled and time of transmittal. Fastens message sheet to cylinder and places it on spindle of sending unit. Starts transmitter and plugs cord into designated jack to relay message. Retypes blurred or torn messages. Removes messages received and places them on conveyor belt for routing.

NOTE.—On-the-job training in machine operation is normally required for this position.

Suggested training:	*Hours*
(1) Communications and basic language skills (elective not shown in synopses)	60
(2) Fundamentals of typing (typing I)	70
(3) Communications and business	30
(4) Basic clerical skills	40
(5) Relevant work experience	

Level II Jobs

This section covers level II jobs included in this curricula guide, with job definitions as defined in the D.O.T. The order of presentation used in this subsection is:

1. *Job Title.* Refer to explanation for level I jobs.

2. *Job Definition.* Refer to explanation for level I jobs.

3. *Occupational Prerequisites.* This paragraph references the appropriate Worker Traits Arrangement of Titles and Codes. The appropriate Worker Traits Arrangement of Titles and Codes exhibits are contained in the section, "The Dictionary of Occupational Titles." Additional worker qualifications have been added to the prerequisites as appropriate.

4. *Suggested Training.* Refer to explanation for level I jobs.

SERVICE OBSERVER (tel. & tel.)—239.588

Job definition (*D.O.T.*).—Monitor; observer. Monitors telephone conversations or telegraph messages between operators, business office employees, and subscribers to observe employees' demeanor, technical accuracy, and conformity to company policies. Plugs in headphones at switchboard and makes records of errors. Forwards errors to supervisors for remedial action.

Occupational prerequisites.—The workers in this position should have those characteristics described in the Worker Requirements and Qualifications Profile included in exhibit III, *Routine Checking and Recording, .588; .688.* Workers are usually promoted to this position from within the organization depending on their knowledge of company policies and procedures.

Suggested training:	*Hours*
(1) Basic clerical skills	40
(2) Communications and business	30
(3) Effective interpersonal relations	40
(4) Relevant work experience	

CREDIT CLERK (clerical) I—249.368

Job definition (*D.O.T.*).—Application clerk; new business clerk. Processes applications of individuals applying for loans and credit. Interviews applicant and fills out application. Verifies credit references and information. Determines credit limit based on applicant's assets, credit experience, and personal references. Notifies customer by mail or telephone of acceptance or rejection of application. May keep record or file of credit transactions and payments and send letters to customers having delinquent accounts. May solicit business by sending form letters and brochures to prospective customers. May adjust incorrect credit charges and grant extensions of credit on overdue accounts. May accept payment of accounts. May keep record of applications for loans and credit. May compute interest and payments, using adding and calculating machines. May take loan applications and be designated as LOAN APPLICATION CLERK (banking); LOAN APPROVAL AGENT (gov. ser.).

Occupational prerequisites.—The workers in this position should have those characteristics described in the Worker Requirements and Qualifications Profile included in exhibit VI, *Information Gathering, Dispensing, Verifying, and Related Work, .368.* In addition, workers in this position should possess social skills combined with the ability to deal tactfully with people.

Suggested training:	*Hours*
(1) Basic clerical skills	40
(2) Fundamentals of typing (typing I)	70
(3) Indexing and filing practices	30
(4) Office machines—computing and duplicating	30
(5) Communications and business	30
(6) Business correspondence	30
(7) Effective interpersonal relations	40
(8) Interviewing practice	30
(9) Relevant work experience	

HOSPITAL ADMITTING CLERK (medical ser.)—237.368

NOTE.—This job definition is a defined related title as shown in the D.O.T. and bears the same D.O.T. number as Receptionist, 237.368.

Job definition (*D.O.T.*).—Admitting officer; clinic clerk; hospital receiving clerk; medical clerk. Interviews incoming patient or representative, records information required for admission, and assigns patient to room. Interviews patient or representative to obtain and record name, address, age, religion, persons to notify in case of emergency, attending physician, and individual or insurance company responsible for payment of bill. Explains hospital regulations, such as visiting hours, payment of accounts, and schedule of charges. Assigns patient to room or ward and escorts patient or arranges for escort to assigned room. Types admitting records and routes to designated department. Obtains signed statement from patient to protect hospital's interests. May compile data for occupancy and census records. May store patient's valuables. May receive payments on account. May be assigned to clinic reception desk to record appointments and be designated APPOINTMENT CLERK.

Occupational prerequisites.—The workers in this position should have those characteristics described in the Worker Requirements and Qualifications Profile included in exhibit VI, *Information Gathering, Dispensing, Verifying, and Related Work, .368.* In addition, workers in this position should possess a strong degree of interest in dealing with people empathically and

tactfully. Familiarity with medical and diagnostic terminology may be required prior to assignment. In some cases, it may be obtained through on-the-job experience.

Suggested training:

	Hours
(1) Basic clerical skills	40
(2) Fundamentals of typing (typing I)	70
(3) Production typing I (typing II)	70
(4) Communications and business	30
(5) Effective interpersonal relations	40
(6) Interviewing practice	30
(7) Receptionist and telephone training	20
(8) Hospital admission practices	30
(9) Relevant work experience	

LIBRARY ASSISTANT (library)—249.368

Job definition (*D.O.T.*).—Book loan clerk; circulation clerk; desk attendant; library attendant; library clerk; library helper. Compiles records, sorts and shelves books, and issues and receives library materials, such as books, films, and phonograph records. Records identifying data and due date on cards by hand or using photographic equipment to issue books to patrons. Inspects returned books for damage, verifies due date, and computes and receives overdue fines. Reviews records to compile list of overdue books and issues overdue notices to borrowers. Sorts books, publications, and other items according to classification code and returns them to shelves, files, or other designated storage area. Locates books and publications for patrons. Issues borrower's identification card according to established procedures. Files cards in catalog drawers according to system. Repairs books, using mending tape and paste and brush. Answers inquiries of nonprofessional nature on telephone and in person and refers persons requiring professional assistance to LIBRARIAN. May type material cards or issue cards and duty schedules. May be designated according to type of library as BOOKMOBILE CLERK; BRANCH LIBRARY CLERK; or according to assigned department as LIBRARY CLERK, ART DEPARTMENT; or may be known according to tasks performed as LIBRARY CLERK, BOOK RETURN.

Occupational prerequisites.—The workers in this position should have those characteristics described in the Worker Requirements and Qualifications Profile included in exhibit VI, *Information Gathering, Dispensing, Verifying, and Related Work, .368.* Workers in this position should want to help others, and should have better than average vocabulary and communications skills.

Suggested training:

	Hours
(1) Basic clerical skills	40
(2) Fundamentals of typing (typing I)	70
(3) Indexing and filing practices	30
(4) Communications and business	30
(5) Effective interpersonal relations	40
(6) Relevant work experience	

MAIL DISTRIBUTION SCHEME EXAMINER (gov. ser.)—239.368

Job definition (*D.O.T.*).—Conducts tests that indicate knowledge of postal clerks concerning city, State, and regional addresses and tests skill in placing mail into designated boxes. Cuts stencils, using typewriter. Conducts tests, scores tests, and forwards scores to personnel department.

Occupational prerequisites.—The workers in this position should have those characteristics described in the Worker Requirements and Qualifications Profile included in exhibit VI, *Information Gathering, Dispensing, Verifying, and Related Work, .368.* In addition, workers in this position should have supervised instruction or formal training in simple achievement and skill tests administration. Appointment or promotion to this position is through the civil service system and the applicant should be able to pass the appropriate qualifying tests.

Suggested training:

	Hours
(1) Basic clerical skills	40
(2) Fundamentals of typing (typing I)	70
(3) Post office practices	30
(4) Communications and business	30
(5) Effective interpersonal relations	40
(6) Relevant work experience projects	

OUTPATIENT ADMITTING CLERK (medical ser.)—237.368

Job definition (*D.O.T.*).—Interviews new outpatients at hospital and records data on medical charts. Obtains specified information from patient, such as age, insurance coverage, and symptoms and types information on prescribed forms. Places these records and blank history sheets in order and files them in folder. Schedules appointments for examinations in hospital clinics according to nature of illness. Gives general information about outpatient care and answers telephone. May tally number of outpatients entering each day or week. May give first aid.

Occupational prerequisites.—The workers in this position should have those characteristics described in the Worker Requirements and Qualifications Profile included in exhibit VI, *Information Gathering, Dispensing, Verifying, and Related Work, .368.* In addition, workers

in this position should possess a strong degree of interest in dealing with people empathically and tactfully. Familiarity with medical and diagnostic terminology may be required prior to assignment. In some cases, it may be obtained through on-the-job experience. Employers may require formal education in first aid.

Suggested training:	Hours
(1) Basic clerical skills	40
(2) Fundamentals of typing (typing I)	70
(3) Production typing I (typing II)	70
(4) Communications and business	30
(5) Effective interpersonal relations	40
(6) Interviewing practice	30
(7) Receptionist and telephone training	20
(8) Hospital admission practices	30
(9) Relevant work experience	

PLACER (insurance)—239.368

Job definition (*D.O.T.*).—Advises clients of broker (independent agent) in selecting casualty, life, or property insurance. Discusses advantages and disadvantages of various policies and companies to help client make choice. Selects company that offers type of coverage requested by client to underwrite policy. Contacts underwriter and submits forms to obtain binder coverage. Contacts company to determine if policy was issued or rejected.

Occupational prerequisites.—The workers in this position should have those characteristics described in the Worker Requirements and Qualifications Profile included in exhibit VI, *Information Gathering, Dispensing, Verifying, and Related Work, .368.*

Suggested training:	Hours
(1) Basic clerical skills	40
(2) Communications and business	30
(3) Effective interpersonal relations	40
(4) Interviewing practice	30
(5) Casualty insurance practices	60
(6) Relevant work experience	

POST OFFICE CLERK (clerical)—232.368

Job definition (*D.O.T.*).—Customer service post office clerk. Receives letters and parcels and sells postage stamps, postal cards, and stamped envelopes in contract post office station. Weighs parcels on scale and computes mailing cost based on weight and destination. Verifies weight of letters. Computes cost of registering and insuring letters and parcels. Sells postal money orders. Answers questions pertaining to mail regulations or procedures. Cancels postage on parcels, using rubber stamp.

Occupational prerequisites.—The workers in this position should have those characteristics described in the Worker Requirements and Qualifications Profile included in exhibit VI, *Information Gathering, Dispensing, Verifying, and Related Work, .368.* Workers in this position should possess the social skills necessary to deal with the public on a limited basis.

Suggested training:	Hours
(1) Basic clerical skills	40
(2) Communications and business	30
(3) Effective interpersonal relations	40
(4) Post office practices	30
(5) Relevant work experience	

POST OFFICE CLERK (gov. ser.)—232.368

NOTE.—The above title is incorporated as part of the definition for Post Office Clerk (clerical), but is separated by dashes in the body of the text.

Job definition (*D.O.T.*).—Mail clerk; postal clerk. Performs any combination of the following tasks in a post office: sells postage and postage stamps, postal cards, and stamped envelopes. Sells postal savings certificates and U.S. saving stamps. Fills out and sells money orders. Registers and insures mail and computes mailing costs of letters and parcels. Places mail into pigeon holes of mail rack, or into bags, according to State, address, name of person, organization, or other scheme. Examines mail for correct postage and cancels mail, using rubber stamp or canceling machine. Records daily transactions on printed forms. Receives complaints concerning mail delivery, mail theft, and lost mail; completes appropriate forms and routes them for investigation. Posts circulars on bulletin board for public information, distributes announcements, and assists public in complying with other federal agency requirements, such as the completion of civil service application forms and registration of aliens. May drive motorcycle or light truck to deliver special delivery letters.

Occupational prerequisites.—The workers in this position should have those characteristics described in the Worker Requirements and Qualifications Profile included in exhibit VI, *Information Gathering, Dispensing, Verifying, and Related Work, .368.* Workers in this position should possess the social skills necessary to deal with the public on a limited basis. May require a motor vehicle operator's license. Appointment or promotion to this position is through the civil service system, and the applicant should be able to pass the appropriate qualifying tests.

Suggested training:

	Hours
(1) Basic clerical skills	40
(2) Communications and business	30
(3) Effective interpersonal relations	40
(4) Post office practices	30
(5) Relevant work experience projects	

TRAFFIC MANAGER (motor trans.) II—239.368

Job definition (*D.O.T.*).—Quotes freight rates, shipping schedules, and gives information on truck arrivals to trucking-transportation firm's customers. May investigate and settle claims against firm for damaged, short, or overcharged freight shipments [ADJUSTMENT CLERK (clerical)].

Occupational prerequisites.—The workers in this position should have those characteristics described in the Worker Requirements and Qualifications Profile included in exhibit VI, *Information Gathering, Dispensing, Verifying, and Related Work, .368.* Promotion to this position is traditionally from within the organization.

Suggested training:

	Hours
(1) Basic clerical skills	40
(2) Communications and business	30
(3) Business correspondence	30
(4) Effective interpersonal relations	40
(5) Shipping regulations and procedures	90
(6) Relevant work experience	

WEATHER CLERK (air trans.)—239.368

Job definition (*D.O.T.*).—Assembles and distributes weather charts and bulletins to provide data for DISPATCHER in making flight plans. Reads messages and charts received by telegraph typewriter and telautograph, assembles individual messages, and fastens them together with tape. Prints copies of weather reports, charts, and maps, using duplicating machine (DUPLICATING MACHINE OPERATOR II (clerical)), and posts them on flight crew bulletin board or distributes them to AIRPLANE PILOTS, COMMERCIAL.

Occupational prerequisites.—The workers in this position should have those characteristics described in the Worker Requirements and Qualifications Profile included in exhibit VI, *Information Gathering, Dispensing, Verifying, and Related Work, .368.* The ability to read maps and interpret weather reports may be required by employers. Such training and knowledge may be gained through experience in related occupations.

Suggested training:

	Hours
(1) Basic clerical skills	40
(2) Office machines—computing and duplicating	30
(3) Communications and business	30
(4) Relevant work experience	

PRIVATE BRANCH EXCHANGE SERVICE ADVISOR (tel. & tel.)—235.228

Job definition (*D.O.T.*).—Conducts training classes in operation of switchboard and teletype equipment. Explains mechanical construction and operation of switchboards and demonstrates procedures for receiving and completing incoming and interoffice calls. Observes operators handling calls and recommends methods to improve service. Analyzes traffic loads and conducts studies to determine equipment needs. Keeps records of equipment in subscribers' establishments.

Occupational prerequisites.—The workers in this position should have those characteristics described in the Worker Requirements and Qualifications Profile included in exhibit XIII, *Industrial Training, .128; .228.* Workers may be required to have formal education in training methods and procedures. Previous experience in the positions for which training is provided is advisable. Ability to analyze and formulate conclusions and recommendations based on analyses is important.

Suggested training:

	Hours
(1) Basic clerical skills	40
(2) Communications and business	30
(3) Effective interpersonal relations	40
(4) Basic training methods and practices	70
(5) Effective internal communications	30
(6) Relevant work experience	

CONTRACT CLERK TRAINING SUPERVISOR (tel. & tel.)—239.228

Job definition (*D.O.T.*).—Conducts classroom and on-the-job training for CONTRACT CLERKS (light, heat & power; tel. & tel.). Instructs employees on company policies, systems, and routines for handling customer service requests, following prescribed training program. Explains service forms and company procedures, using training aids such as tape recorder, motion picture films, and slides. Listens to or takes recordings of trainees handling customer service calls to detect errors. Discusses errors and problems to improve techniques in handling calls.

Occupational prerequisites.—The workers in this position should have those characteristics described in the Worker Requirements and Qualifications Profile included in exhibit XIV, *Business Training, .228.* The employer may prefer post secondary training in educational methods combined with basic teaching experience. However, previous experience and demonstrated aptitude for instructional assignments may suffice provided the workers are familiar with basic training techniques.

Suggested training:

	Hours
(1) Communication and basic language skills (elective, not shown in synopses)	60
(2) Basic clerical skills	40
(3) Communications and business	30
(4) Effective interpersonal relations	40
(5) Basic training methods and practices	70
(6) Effective internal communications	30
(7) Relevant work experience projects	

NOTE.—Although the word "supervisor" appears in the title of this job, there is no indication that the job requires supervisory practice as specified in the job definition, "Supervisor (any ind.) (clerical)."

POLICYHOLDERS' INFORMATION CLERK (insurance)—204.268

Job definition (*D.O.T.*).—Correspondent; customer service clerk. Analyzes and answers requests by mail, telephone, or in person from policyholders, beneficiaries, or others for information concerning insurance policies. Ascertains that person requesting information is entitled, according to company regulations, to receive it. Searches company records to obtain information. Estimates loan or cash value of policy for policyholder, using rate books and calculation machine. Interprets policy provisions to determine methods of effecting desired changes, such as change of beneficiary or type of insurance, or change in method of payment. Mails or gives out specified forms and routes completed forms to various units for processing. Answers requests by correspondence, telephone, or by interview, distributing checks in amount requested or payable to policyholders applying in person or by mail. Analyzes policy transactions and corrects company records to adjust errors.

Occupational prerequisites.—The workers in this position should have those characteristics described in the Worker Requirements and Qualifications Profile included in exhibit XV, *Interviewing, Information Giving, and Related Work* (*Vocational, Educational, and Related Activities*), *.168; .268.* Workers should possess social skills, interest, and ability to deal with people in service-oriented situations.

Suggested training:

	Hours
(1) Communication and basic language skills	60
(2) Basic clerical skills	40
(3) Business mathematics	30
(4) Office machines—computing and duplicating	30
(5) Communications and business	30
(6) Business correspondence	30
(7) Effective interpersonal relations	40
(8) Indexing and filing practices	30
(9) Relevant work experience	

SURVEY WORKER (clerical)—249.268

Job definition (*D.O.T.*).—Interviewer; merchandising representative; public interviewer. Interviews public and compiles statistical information on topics such as public issues or consumer buying habits. Contacts people at their homes or place of business or approaches them at random on street or contacts them by telephone following specified sampling procedures. Asks questions following specified outline on questionnaire and records answers. Reviews, classifies, and sorts questionnaires following specified procedures and criteria. May tally and prepare statistical reports on answers to specific questions. May particpiate in Federal, State, or local population survey and be known as CENSUS ENUMERATOR (gov. ser.).

Occupational prerequisites.—The workers in this position should have those characteristics described in the Worker Requirements and Qualifications Profile included in exhibit XV, *Interviewing, Information Giving, and Related Work* (*Vocational, Educational, and Related Activities*), *.168; .268.* Workers in this position should possess social skills and interest in dealing with the public.

Suggested training:

	Hours
(1) Communication and basic language skills (elective, not shown in synopses)	60
(2) Basic clerical skills	40
(3) Communications and business	30
(4) Effective interpersonal relations	40

	Hours
(5) Interviewing practice	30
(6) Relevant work experience	

TRACER CLERK (clerical)—249.368

Job definition (*D.O.T.*).—Follow-up clerk. Investigates customers' complaints and searches for lost, misplaced, or delayed items such as bills, invoices, merchandise, and correspondence. Searches for items within various departments of company and traces origin of mistake. Corresponds with customers, manufacturers, shippers, and other sources to trace items. Prepares report for use in making necessary adjustments. May be designated according to item traced as MAIL TRACER; MISSING CHECK INVESTIGATOR; SHORT REPORT CLERK (r.r. trans.); TELEGRAM TRACER (tel. & tel.).

Occupational prerequisites.—The workers in this position should have those characteristics described in the Worker Requirements and Qualifications Profile included in exhibit XVI, *Facilities, Services, and Movement Allocating and Expediting Work, .368.* Workers in this position should possess sufficient internal organizational knowledge to allow for expeditious handling of complaints. Usual progression to this position is from within the organization.

Suggested training:	Hours
(1) Basic clerical skills	40
(2) Communications and business	30
(3) Business correspondence	30
(4) Indexing and filing practices	30
(5) Relevant work experience	

CORRESPONDENCE CLERK (clerical)—204.288

Job definition (*D.O.T.*).—Correspondent. Composes letters in reply to correspondence concerning such items as requests for merchandise, damage claims, credit information, delinquent accounts, incorrect billing, unsatisfactory service, or other information. Reads incoming correspondence and gathers data to formulate reply. Types letters, dictates reply, or selects and completes form letters. May route correspondence to other departments for reply. May keep files of correspondence sent, received, or requiring further action. May be designated according to type of correspondence handled as CLAIM CLERK; CREDIT MAN; FAN MAIL CLERK (amuse. & rec.); SALES CORRESPONDENCE CLERK.

Occupational prerequisites.—The workers in this position should have those characteristics described in the Worker Requirements and Qualifications Profile included in exhibit XVIII, *Corresponding and Related Work, .288; .388.* In addition, workers should possess the ability to exercise independent and mature judgement within prescribed limits in handling correspondence. Employers frequently prefer some post-secondary level training and prior business experience in related occupations.

Suggested training:	Hours
(1) Communication and basic language skills	60
(2) Basic clerical skills	40
(3) Fundamentals of typing (typing I)	70
(4) Production typing I (typing II)	70
(5) Business correspondence	30
(6) Effective interpersonal relations	40
(7) Effective internal communications	30
(8) Indexing and filing practices	30
(9) Business principles and organization	30
(10) Communications and business	30
(11) Relevant work experience	

SALES CORRESPONDENT (any ind.)—204.388

Job definition (*D.O.T.*).—Compiles data pertinent to the manufacture of special products for customers. Reads correspondence from customers to determine needs of customer that are not met by standard products. Confers with engineering department to ascertain feasibility of designing special equipment. Confers with production personnel to determine feasibility of fabrication and to obtain estimate of cost and production time. Corresponds with customer to inform him of production progress and costs.

Occupational prerequisites.—The workers in this position should have those characteristics described in the Worker Requirements and Qualifications Profile included in exhibit XVIII, *Corresponding and Related Work, .288; .388.* In addition, workers should possess the ability to exercise independent and mature judgement within prescribed limits in handling correspondence. Employers frequently prefer some postsecondary level training and prior business experience in related occupations. Knowledge of technical terminology, particularly in engineering and manufacturing, is highly desirable.

Suggested training: *Hours*

(1) Communication and basic language skills..... 60
(2) Basic clerical skills..... 40
(3) Communications and business..... 30
(4) Business correspondence..... 30
(5) Effective interpersonal relations..... 40
(6) Effective internal communications..... 30
(7) Indexing and filing practices..... 30
(8) Business principles and organization... 30
(9) Relevant work experience

Level III Jobs

The format of this subsection is the same as that used for the level II job subsection.

AUTOMATIC EQUIPMENT SUPERVISOR (tel. & tel.)—239.138

Job definition (*D.O.T.*).—Supervises and coordinates activities of group of TELEGRAPHIC TYPEWRITER OPERATORS (clerical); SWITCHING CLERKS; and OPERATING AIDS (bus. ser.) performing duties as described under SUPERVISOR (clerical).

Occupational prerequisites.—The workers in this position should have those characteristics described in the Worker Requirements and Qualifications Profile included in exhibit V, *Supervisory Work* (*Clerical, Sales, and Related Activities*), *.138.* In addition, workers should have had experience in work performed in the positions supervised.

Suggested training: *Hours*

(1) Communication and basic language skills (elective, see "curriculum synopses")..... 60
(2) Basic clerical skills..... 40
(3) Fundamentals of typing (typing I) (elective)..... 70
(4) Production typing I (typing II) (elective)..... 70
(5) Communications and business..... 30
(6) Effective interpersonal relations..... 40
(7) Basic training methods and practices... 70
(8) Principles of effective supervision..... 60
(9) Relevant work experience

CABLE SUPERVISOR (tel. & tel.)—239.138

Job definition (*D.O.T.*).—Traffic controller, cable. Supervises and coordinates activities of workers involved in local distribution and transmission of submarine cable traffic. Directs and controls movement of traffic. Examines cablegrams before transmission for proper routing and censorship marks and determines that no international regulations have been violated. Makes temporary adjustments to equipment during emergencies.

Occupational prerequisites.—The workers in this position should have those chracteristics described in the Worker Requirements and Qualifications Profile included in exhibit V, *Supervisory Work* (*Clerical, Sales, and Related Activities*), *.138.* In addition, technical knowledge and the ability to make adjustments and to repair equipment are essential. Experience with a particular company's equipment, regulations, and procedures is usually a requirement for the position.

Suggested training: *Hours*

(1) Communication and basic language skills (elective)..... 60
(2) Basic clerical skills..... 40
(3) Communications and business..... 30
(4) Effective interpersonal relations..... 40
(5) Basic training methods and practices... 70
(6) Principles of effective supervision..... 60
(7) Relevant work experience

CARRIERS' FOREMAN (gov. ser.)—233.138

Job definition (*D.O.T.*).—Supervises and coordinates activities of workers engaged in collection and delivery of mail. Receives, investigates, and initiates action on patron's complaints. May analyze carrier routes and recommend changes of route boundaries to regulate amount of mail being delivered.

Occupational prerequisites.—The workers in this position should have those characteristics described in the Worker Requirements and Qualifications Profile included in exhibit V, *Supervisory Work* (*Clerical, Sales, and Related Activities*), *.138.* In addition, workers should have had some experience in the work performed in the positions supervised. Promotion to this position is through the civil service system, and applicants should be able to pass the appropriate qualifying tests.

Suggested training: *Hours*

(1) Communication and basic language skills (elective)..... 60
(2) Basic clerical skills..... 40
(3) Communications and business..... 30
(4) Effective interpersonal relations..... 40
(5) Principles of effective supervision..... 60
(6) Relevant work experience projects

CENTRAL OFFICE OPERATOR SUPERVISOR (tel. & tel.)—235.138

Job definition (*D.O.T.*).—Supervises and coordinates activities of CENTRAL OFFICE OPERATORS engaged in operating telephone switchboards. Conducts on-the-job training for inexperienced operators. Assists operators in placing unusual types of calls. May discuss service problems directly with customers. Performs other duties as described under SUPERVISOR (clerical).

Occupational prerequisites.—The workers in this position should have those characteristics described in the Worker Requirements and Qualifications Profile included in exhibit V, *Supervisory Work* (*Clerical, Sales, and Related Activities*), *.138.* In addition, workers should have had some experience in the work performed in the positions supervised. Workers in this position should possess some social skills combined with a liking for dealing with people, both as customers and subordinates.

Suggested training:

	Hours
(1) Communication and basic language skills (elective)	60
(2) Basic clerical skills	40
(3) Communications and business	30
(4) Effective interpersonal relations	40
(5) Basic training methods and practices	70
(6) Principles of effective supervision	60
(7) Relevant work experience projects	

CHIEF METER READER (light, heat & power; waterworks)—239.138

Job definition (*D.O.T.*).—Supervises and coordinates activities of METER READERS. Verifies rates and addresses of new service accounts. Reviews reports and notifies authorities of attempted diversions, defective meters, and other irregularities. Investigates customer complaints concerning METER READERS. May oversee maintenance of buildings used by meter reading division. Performs duties as described under SUPERVISOR (clerical).

Occupational prerequisities.—The workers in this position should have those characteristics described in the Worker Requirements and Qualifications Profile included in exhibit V, *Supervisory Work* (*Clerical, Sales, and Related Activities*), *.138.* Workers should have had some experience in the work performed in the positions supervised.

Suggested training:

	Hours
(1) Communication and basic language skills (elective)	60
(2) Basic clerical skills	40
(3) Communications and business	30
(4) Effective interpersonal relations	40
(5) Basic training methods and practices	70
(6) Principles of effective supervision	60
(7) Relevant work experience projects	

CHIEF SERVICE OBSERVER (tel. & tel.)—239.138

Job definition (*D.O.T.*).—Monitor, chief. Supervises and coordinates activities of group of SERVICE OBSERVERS in telegraph office, performing duties as described under SUPERVISOR (clerical).

Occupational prerequisites.—The workers in this position should have those characteristics described in the Worker Requirements and Qualifications Profile included in exhibit V, *Supervisory Work* (*Clerical, Sales, and Related Activities*), *.138.* In addition, workers should have had some experience in the work performed in the positions supervised.

Suggested training:

	Hours
(1) Communication and basic language skills (elective)	60
(2) Basic clerical skills	40
(3) Communications and business	30
(4) Effective interpersonal relations	40
(5) Basic training methods and practices	70
(6) Principles of effective supervision	60
(7) Relevant work experience projects	

CHIEF TELEPHONE OPERATOR (clerical)—235.138

Job definition (*D.O.T.*).—Supervises and coordinates activities of TELEPHONE OPERATORS in telephone or telegraph office or in industrial establishment. Notifies telephone company maintenance department of switchboard operational difficulties reported by operators. Prepares work schedules and assigns switchboard operational difficulties reported by operators. Prepares work schedules and assigns switchboard positions to operators. Trains new employees and keeps attendance records. Maintains record of incoming and outgoing long distance and tieline calls, noting length and time of calls. Keeps record of personal calls made by employees and forwards to department head for collection. Compiles plant phone directory, arranges for distribution to designated personnel, and keeps record of directories distributed. May relieve operators. Performs other duties as described under SUPERVISOR.

Occupational prerequisites.—The workers in this position should have those characteristics described in the Worker Requirements and Qualifications Profile included in exhibit V, *Supervisory Work (Clerical, Sales, and Related Activities), .138.* In addition, workers should have had some experience in the work performed in the positions supervised, and supervisory knowledge and skills. Promotion to this level is usually from within the organization.

Suggested training:

	Hours
(1) Communication and basic language skills (elective)	60
(2) Basic clerical skills	40
(3) Communications and business	30
(4) Effective interpersonal relations	40
(5) Basic training methods and practices	70
(6) Principles of effective supervision	60
(7) Relevant work experience projects	

CONTRACT CLERK SUPERVISOR (tel. & tel.)—239.138

Job definition (D.O.T.).—Service representative supervisor. Supervises and coordinates activities of CONTRACT CLERKS (light, heat & power; tel. & tel.) engaged in handling service orders and complaints of telephone customers. Listens in on service calls (SERVICE OBSERVER). Recommends corrective services to adjust customer complaints. Spot checks accounting ledger and order postings for accuracy. Answers questions about service. Compiles work volume statistics for accounting purposes. Performs other duties as described under SUPERVISOR (clerical).

Occupational prerequisites.—The workers in this position should have those characteristics described in the Worker Requirements and Qualifications Profile included in exhibit V, *Supervisory Work (Clerical, Sales, and Related Activities), .138.* In addition, workers should have had some experience in the work performed in the positions supervised. The workers in this position should possess some social skills combined with a liking for dealing with people and the ability to exercise mature judgement.

Suggested training:

	Hours
(1) Communication and basic language skills (elective)	60
(2) Basic clerical skills	40
(3) Business mathematics	30
(4) Communications and business	30
(5) Effective interpersonal relations	40
(6) Basic training methods and practices	70
(7) Principles of effective supervision	60
(8) Relevant work experience projects	

DELIVERY DEPARTMENT MANAGER (tel. & tel.)—239.138

Job definition (D.O.T.).—Supervises and coordinates activities of workers engaged in telegram and package pickup and delivery service of telegraph office. Trains and supervises TELEGRAPH MESSENGER I and TELEGRAPH SERVICE RATER. Assigns pickup and delivery routes on basis of knowledge of area served. May record time and production. Performs other duties as described under SUPERVISOR (clerical).

Occupational prerequisites.—The workers in this position should have those characteristics described in the Worker Requirements and Qualifications Profile included in exhibit V, *Supervisory Work (Clerical, Sales, and Related Activities), .138.* In addition, workers should have had some experience in the work performed in the positions supervised.

Suggested training:

	Hours
(1) Communication and basic language skills (elective)	60
(2) Basic clerical skills	40
(3) Communications and business	30
(4) Effective interpersonal relations	40
(5) Basic training methods and practices	70
(6) Principles of effective supervision	60
(7) Relevant work experience projects	

MAILING SUPERVISOR (clerical)—231.138

Job definition (D.O.T.).—Mail room foreman; manager, mail. Supervises and coordinates activities of clerks who open, sort, and route mail and prepare outgoing material for mailing. Reads letters and determines department or official for whom the mail is intended and informs MAIL CLERK of routing. Computes amount of postage necessary on outgoing mail according to weight and classification. Computes cost of mail permits from postage meter readings. May interview and recommend hiring of mail room employees. May train new employees. May maintain personnel records (PERSONNEL CLERK). Performs other duties as described under SUPERVISOR.

Occupational prerequisites.—The workers in this position should have those characteristics described in the Worker Requirements and Qualifications Profile included in exhibit V, *Supervisory Work (Clerical, Sales, and Related Activities), .138.* In addition, workers should have had some experience in the work performed in the positions supervised. Promotion to this level is usually from within the organization and may require a working knowledge of organization and personnel to effect optimum mail distribution.

Suggested training:

	Hours
(1) Communication and basic language skills (elective)	60
(2) Basic clerical skills	40
(3) Indexing and filing practices	30
(4) Office mailing practices	15
(5) Communication and business	30
(6) Effective interpersonal relations	40
(7) Mailing machine operation	15
(8) Basic training methods and practices	70
(9) Principles of effective supervision	60
(10) Relevant work experience projects	

MAIL ROOM FOREMAN (print. & pub.)—239.138

Job definition (*D.O.T.*).—Mail room supervisor. Supervises and coordinates activities of workers engaged in wrapping and addressing printed materials such as periodicals, books, and newspapers, for mailing and dispatching. Revises local, State, and out-of-state mailing lists. Inspects work stations to verify material is wrapped and addressed in time to meet scheduled departure of buses, trains, and airlines. Records distribution of material to subscribers and dealers in city, suburban, home, and country divisions, working from shipping and mailing reports. Maintains file of bus, train, and airline schedules and transfer points, and baggage, express, air, or postal mailing rates. Performs other duties as described under FOREMAN (any ind.).

Occupational prerequisites.—The workers in this position should have those characteristics described in the Worker Requirements and Qualifications Profile included in exhibit V, *Supervisory Work* (*Clerical, Sales, and Related Activities*), *.138.* In addition, workers should have had some experience in the work performed in the positions supervised.

Suggested training:

	Hours
(1) Communication and basic language skills (elective)	60
(2) Basic clerical skills	40
(3) Indexing and filing practices	30
(4) Office mailing practices	15
(5) Communications and business	30
(6) Effective interpersonal relations	40
(7) Mailing machine operation	15
(8) Basic training methods and practices	70
(9) Principles of effective supervision	60
(10) Relevant work experience projects	

MAILS FOREMAN (gov. ser.)—232.138

Job definition (*D.O.T.*).—Post office supervisor. Supervises and coordinates activities of workers engaged in processing mail in post office. Keeps records of processed mail, mail in process, and changes in worker assignments. May analyze and recommend changes in distribution schemes. May sort mail (DISTRIBUTION CLERK).

Occupational prerequisites.—The workers in this position should have those characteristics described in the Worker Requirements and Qualifications Profile included in exhibit V, *Supervisory Work* (*Clerical, Sales, and Related Activities*), *.138.* In addition, workers should have had some experience in the work performed in the positions supervised. Promotion to this position is through the civil service system and applicants should be able to pass the appropriate qualifying tests.

Suggested training:

	Hours
(1) Communication and basic language skills (elective)	60
(2) Basic clerical skills	40
(3) Communications and business	30
(4) Effective interpersonal relations	40
(5) Principles of effective supervision	60
(6) Relevant work experience projects	

MESSENGERS' SUPERVISOR (tel. & tel.)—230.138

Job definition (*D.O.T.*).—Supervises and coordinates activities of group of TELEGRAPH MESSENGERS II, performing duties as described under SUPERVISOR (clerical).

Occupational prerequisites.—The workers in this position should have those characteristics described in the Worker Requirements and Qualifications Profile included in exhibit V, *Supervisory Work* (*Clerical, Sales, and Related Activities*), *.138.* In addition, workers should have had some experience in the work performed in the positions supervised.

Suggested training:

	Hours
(1) Communication and basic language skills (elective)	60
(2) Basic clerical skills	40
(3) Indexing and filing practices	30
(4) Communications and business	30
(5) Effective interpersonal relations	40
(6) Basic training methods and practices	70
(7) Principles of effective supervision	60
(8) Relevant work experience projects	

MORSE SUPERVISOR (tel. & tel.)—239.138

Job definition (*D.O.T.*).—Supervises and coordinates activities of group of MORSE OPERATORS

in a telegraph office, performing duties as described under SUPERVISOR (clerical).

Occupational prerequisites.—The workers in this position should have those characteristics described in the Worker Requirements and Qualifications Profile included in exhibit V, *Supervisory Work (Clerical, Sales, and Related Activities), .138.* In addition, workers should have had some experience in the work performed in the positions supervised.

Suggested training:	*Hours*
(1) Communication and basic language skills (elective)	60
(2) Basic clerical skills	40
(3) Communications and business	30
(4) Effective interpersonal relations	40
(5) Basic training methods and practices	70
(6) Principles of effective supervision	60
(7) Relevant work experience projects	

ROUTE SUPERVISOR (tel. & tel.)—239.138

Job definition (D.O.T.).—Supervises and coordinates activities of CLERKS, ROUTE; CLERKS, DIRECTORY; AIDS, ROUTE; and TELEGRAM TRACERS, performing duties as described under SUPERVISOR (clerical).

Occupational prerequisites.—The workers in this position should have those characteristics described in the Worker Requirements and Qualifications Profile included in exhibit V, *Supervisory Work (Clerical, Sales, and Related Activities), .138.* In addition, workers should have had some experience in the work performed in the positions supervised.

Suggested training:	*Hours*
(1) Communication and basic language skills (elective)	60
(2) Basic clerical skills	40
(3) Communications and business	30
(4) Effective interpersonal relations	40
(5) Basic training methods and practices	70
(6) Principles of effective supervision	60
(7) Relevant work experience projects	

SURVEY WORKER SUPERVISOR (clerical)—249.138

Job definition (D.O.T.).—Area coordinator. Supervises and coordinates activities of workers who interview public to compile statistical information about topics such as public issues or consumer buying habits. Recruits and hires interviewers. Trains interviewers in method of approaching public, asking questions, and recording answers. Supplies interviewers with names or addresses of persons to contact or instructs them in sampling methods to use in compiling contact lists. Reviews questionnaires for completeness and accuracy. Verifies work of interviewers by telephoning persons interviewed to review answers and personal manner of interviewers. Tallies number of calls made and questionnaires completed by interviewers. Reviews, classifies, and sorts questionnaires following specified procedures and criteria. May tally and prepare statistical reports on answers to specific questions.

Occupational prerequisites.—The workers in this position should have those characteristics described in the Worker Requirements and Qualifications Profile included in exhibit V, *Supervisory Work (Clerical, Sales, and Related Activities), .138.* In addition, workers should have had some experience in the work performed in the positions supervised. Many employers may prefer college graduation or at least post-secondary level training in market research techniques; however, equivalent experience may be acceptable. Analytical ability to correctly evaluate validity of surveys and performance of interviewers is important.

Suggested training:	*Hours*
(1) Communication and basic language skills (elective)	60
(2) Basic clerical skills	40
(3) Business mathematics	30
(4) Communications and business	30
(5) Effective interpersonal relations	40
(6) Interviewing practice	30
(7) Basic training methods and practices	70
(8) Principles of effective supervision	60
(9) Relevant work experience projects	

TELEFAX SUPERVISOR (tel. & tel.)—239.138

Job definition (D.O.T.).—Supervises and coordinates activities of TELEFAX CLERKS, performing duties as described under SUPERVISOR (clerical).

Occupational prerequisites.—The workers in this position should have those characteristics described in the Worker Requirements and Qualifications Profile included in exhibit V, *Supervisory Work (Clerical, Sales, and Related Activities), .138.* In addition, workers should have had some experience in the work performed in the positions supervised.

Suggested training:	*Hours*
(1) Communication and basic language skills (elective)	60
(2) Basic clerical skills	40
(3) Communications and business	30
(4) Effective interpersonal relations	40

	Hours
(5) Basic training methods and practices...	70
(6) Principles of effective supervision.....	60
(7) Relevant work experience projects	

ADMITTING OFFICER (medical ser.) I—237.368

Job definition (*D.O.T.*).—Supervisor, admitting office. Arranges for admission of patients to hospital. Interviews patient or relative to obtain necessary personal and financial data and to determine eligibility for admission. Assigns accommodations based on physician's admittance orders, patient's preference, nature of illness, and availability of space. Prepares records of admission and transfer, and other data that may be required. Sends notices of patient's admission to pertinent departments. Directs and reviews work of clerical and other personnel in admitting patients with minimum delay and inconvenience. Keeps records of admissions and discharges, and compiles perpetual occupancy-census data.

Occupational prerequisites.—The workers in this position should have those characteristics described in the Worker Requirements and Qualifications Profile included in exhibit VI, *Information Gathering, Dispensing, Verifying, and Related Work, .368.* Other abilities required or useful in the position are the ability to obtain accurate information from correspondence, forms, and records. Workers should possess basic typing skills sufficient for completing applications, records, and other data relevant to the admission and assignment of patients. In addition, workers should have supervisory knowledge, skills, and experience. Some employers prefer to promote persons with lower level clerical experience from within the organization.

Suggested training:

	Hours
(1) Communication and basic language skills (elective).....	60
(2) Basic clerical skills.....	40
(3) Fundamentals of typing (typing I) (elective).....	70
(4) Indexing and filing practices.....	30
(5) Communications and business.....	30
(6) Business correspondence.....	30
(7) Effective interpersonal relations.....	40
(8) Interviewing practice.....	30
(9) Receptionist and telephone training..	20
(10) Hospital admission practices.....	30
(11) Principles of effective supervision.....	60
(12) Basic training methods and practices..	70
(13) Relevant work experience projects	

The following job definitions are included for information purposes only.

SUPERVISOR (any ind.) (clerical)

Job definition (*D.O.T.*).—Chief; group leader; head; leader; principal; section chief; senior. Supervises and coordinates activities of group of workers engaged chiefly in one type of clerical function, such as bookkeeping, typing, and filing. Determines work procedures. Issues written and oral orders or instructions. Assigns duties to workers and examines work for exactness and neatness. Prepares composite reports from individual reports of subordinates. Maintains harmony among workers. Adjusts errors and complaints. May perform essentially the same duties as other workers or assist subordinates in performing duties. May keep time reports and other personnel records. May employ, train, and discharge workers. Classifications are made according to type of work supervised as SUPERVISOR, COMPUTER OPERATIONS; SUPERVISOR, MESSENGERS (tel. & tel.); TELEGRAPHIC TYPEWRITER OPERATOR, CHIEF.

FOREMAN (any ind.)

Job definition (*D.O.T.*).—Boss; chief; head; leader; manager; overlooker; overseer; principal; section chief; section leader; senior; supervisor. Supervises and coordinates activities of workers engaged in one or more occupations. Studies production schedules and estimates man hour requirements for completion of job assignment. Interprets company policies to workers and enforces safety regulations. Interprets specifications, blueprints, and job orders to workers and assigns duties. Establishes or adjusts work procedures to meet production schedules, using knowledge of capacities of machines and equipment. Recommends measures to improve production methods, equipment performance, and quality of product, and suggests changes in working conditions and use of equipment to increase efficiency of shop, department, or work crew. Analyzes and resolves work problems, or assists workers in solving work problems. Initiates or suggests plans to motivate workers to achieve work goals. Recommends or initiates personnel actions such as promotions, transfers, discharges, and disciplinary measures. May train new workers. Maintains time and production records. May estimate, requisition, and inspect materials. May confer with other foremen to coordinate activities of individual departments. May confer with workers' representatives to resolve grievances. May set up machines and equipment. When supervising workers engaged chiefly in one occupation or craft, is required to be adept in the activities of

the workers supervised. When supervising workers engaged in several occupations, is required to possess general knowledge of the activities involved. Classifications are made according to process involved, craft of workers supervised, product manufactured, or the industry in which the work occurs. Typical classifications are CARPENTER FOREMAN (const.); GLAZE FOREMAN (brick & tile); and HEAT TREAT FOREMAN (heat treat.). Feminine title: FORELADY.

OCCUPATION AND TRAINING ANALYSES

Information from the D.O.T., the assembled job descriptions in this guide, and information from the professional contributors were used to identify the component skills, functional duties and requirements, and environmental knowledge needed by workers to perform adequately in the various occupations. This identification served as a guide for preparing the topical content in the curriculums. Skills, functional requirements, and environmental knowledge were further subdivided into those necessary for a particular position and those that are supplemental in helping to enlarge the trainee's perspective of the world of work. The requirements are shown, in general terms, in the Occupational Analyses subsection.

In addition to the occupational analyses, this section of the guide discusses relevant work experiences in general, and suggests the schools which may offer basic, specialized, or administrative units of study. This categorization is quite broad and undoubtedly many exceptions exist.

Relevant Work Experience

Relevant work experience projects are set forth in the "Relevant Work Experience" section of this guide. Relevant work experiences may be obtained in a variety of ways. They may be gained through direct work-experience programs or through simulated or intensive laboratory-learning programs. The regulations governing cooperative programs are found in Section 104.16 of Part 104—Vocational Education: Federal Allotments to States, Administration of Vocational Education, Rules and Regulations. Directed work experience and simulated experience programs should supplement regular study plans to provide realistic opportunities to practice developed skills and knowledge. Flexibility of scheduling can be provided by counselors and school administrators to allow work-experience project time to be concurrent with the final phases of a course of study or as employability standards for the career objective occupation of the trainee are achieved.

Youth organizations which offer experience complementary to the course of study may also be employed as vehicles to provide relevant work experiences, insofar as they are supervised in accordance with Section 104.13(1) of the Rules and Regulations.

Occupational Analyses

The following tabulations show various skills and functional requirements and the jobs to which they apply.

Required Skills	*Applicable jobs*
Comparing, compiling, notating, and processing paper work; basic office practices; understanding of importance and uses of communications in business.	All (special notations for certain jobs will be found in the section, "Job Descriptions, Occupational Prerequisites, and Suggested Training").
Distributing, receiving, registering, sealing, weighing, and packaging mail; special mail handling or processing; postage rates; postal meters operation; franchised mail; handling enclosures; etc.	Mailer, apprentice mailer, registered mail clerk, mail clerk, trust mail clerk, parcel post clerk, office boy, mail room foreman, mailing supervisor.
Basic computational skills.....	Policyholders' information clerk, contract clerk supervisor, survey worker supervisor, credit clerk.
Special mailing machines operation; knowledge of kinds, uses, simple adjustments; keeping records of processed material.	Mail room foreman, mailing supervisor, addressing, envelope sealing, folding, inserting, sealing and canceling, and wing mailer machine operators.
Interviewing methods and techniques, directive and nondirective; how to obtain specific information, what to observe, etc.	Survey worker, placer, outpatient admitting clerk, hospital admitting clerk, credit clerk I, survey worker supervisor, admitting officer I.

Required Skills	*Applicable jobs*
Typing	Telefax clerk, addressing machine operator, trust mail clerk, library clerk—talking books, telegrapher agent, correspondence review clerk, credit clerk I, compiler, receptionist, counter clerk, appointment clerk, telegraph messenger II, admitting officer I, automatic equipment supervisor, correspondence clerk, outpatient admitting clerk, mail distribution scheme examiner, library assistant, hospital admitting clerk, mailing list compiler.
Geographic, numeric, alphabetic, and special filing; subject filing; retrieval practice.	Compiler, credit clerk, library assistant, admitting officer I, messengers' supervisor, mail room foreman, mailing supervisor, policyholders' information clerk, tracer clerk, correspondence clerk, sales correspondent.
Preparing itineraries and reservations; knowledge of various modes of travel; use of references and guide books.	Travel counselor.
Receiving and screening calls; receiving visitors; handling appointments, etc.	Appointment clerk, counter clerk, information clerk, receptionist, registrar, registration clerk II, hospital admitting clerk, outpatient admitting clerk, admitting officer I.
Duplicating, copying, computing machines operation.	New account clerk, compiler, credit clerk, weather clerk, policyholders' information clerk.
Proper placement of casualty insurance	Placer.
Trust mail and stock processing practice: receiving, transferring, recording, registering, sending, cage practices, etc.	Trust mail clerk.
Register practice: making change, recording, replenishing funds, checking, reporting, handling checks, special notations.	Counter clerk, pay station attendant.
Writing letters: spelling, grammar, word usage, etc.	Correspondence review clerk, policyholders' information clerk, survey worker, correspondence clerk, sales correspondent.
Sorting, handling, routing mail; desk practices; selling practices; cancellation; post office practices.	Post office clerk (clerical and gov. ser.), mail carrier.
Inpatient, outpatient hospital and clinic admitting practices: routing, interviewing of patients, notifications, etc.	Outpatient admitting clerk, hospital admitting clerk, admitting officer I.
How to supervise, counsel, direct, coordinate, and control; good human relations practice; goal setting; evaluation of employees.	All level III jobs.
Using codes, regulations, and reference sources for determining tariffs for rail, ship, truck, and air; processing bills of lading, receipts, notifications; making rate comparisons, etc.	Traffic manager II.
Job instruction training; use of learning principles; group instruction techniques and practices; training materials development practice.	Private branch exchange service advisor, contract clerk training supervisor, and all level III jobs except carriers' foreman, mails foreman, and admitting officer I.
Letter writing, interoffice memos, special reports, formats; correspondence practice in areas of sales, manufacturing, accounts, insurance, etc.	Credit clerk, traffic manager II, tracer clerk, admitting officer, broadcast checker.

Occupational levels	General O.E. units					Specialized O.E. units					Administrative O.E. units	
	High school	Post-secondary and adult	Junior and community college	MDTA	(Area) supplemental	High school	Post-secondary and adult	Junior and community college	MDTA	(Area) supplemental	MDTA	Junior and community college
Survey worker	X	X	X	X	X							
Tracer clerk	X	X	X	X	X							
Correspondence clerk	X	X	X	X	X						X	X
Sales correspondent	X	X	X	X	X						X	X
LEVEL III												
Automatic equipment supervisor	X	X	X	X	X						X	X
Cable supervisor	X	X	X	X	X						X	X
Carriers' foreman	X	X	X	X	X						X	X
Central office operator supervisor	X	X	X	X	X						X	X
Chief meter reader	X	X	X	X	X						X	X
Chief service observer	X	X	X	X	X						X	X
Chief telephone operator	X	X	X	X	X						X	X
Contract clerk supervisor	X	X	X	X	X						X	X
Delivery department manager	X	X	X	X	X						X	X
Mailing supervisor	X	X	X	X	X		X		X	X	X	X
Mail room foreman	X	X	X	X	X		X		X	X	X	X
Mails foreman	X	X	X	X	X						X	X
Messengers' supervisor	X	X	X	X	X						X	X
Morse supervisor	X	X	X	X	X						X	X
Route supervisor	X	X	X	X	X						X	X
Survey worker supervisor	X	X	X	X	X						X	X
Telefax supervisor	X	X	X	X	X						X	X
Admitting officer I	X	X	X	X	X		X		X	X	X	X

THE CURRICULUMS

Many factors were considered in designing the curriculums for the occupational field to provide trainees with realistic job preparation. Implementation of the curriculums in educational agencies offering either general or specialized units of study (or both) was also considered. This section explains how the various factors affected the curriculums.

Training Population

The Vocational Education Act of 1963 and the Manpower Development and Training Act provide funds for training of in-school persons, persons who are employed and wish to upgrade skills, unemployed or underemployed persons who wish to develop new skills according to their abilities and aptitudes, and persons whose previously learned skills have fallen into disuse and who need refreshment of these skills to reenter the labor market. Age, experience, and educational continuity that would characterize possible participants in the various programs had to be weighed in order to provide for training to the proficiency levels desired and to tailor specific programs to meet individual needs. As a consequence, many units of study evidence overlap or repetition of content. This overlap should provide opportunity for review and refreshment. It is suggested that teachers, supervisors, and administrators carefully consider group or class composition based on assessment of individual achievements and training needs. If achievement and aptitude testing is accomplished before a trainee enters the program, counselors and teachers should be better able to make recommendations of tailored programs to meet individual career objectives. Teachers should continually assess the progress of every trainee in each unit, and discuss and plan for the remedial work that may be required.

Teachers should also determine whether the trainee would profit from continuing his course of study.

Because of the variations in the eligible training population, some units may be given in the evening or in part-time programs. The courses of study for the occupations are sufficiently flexible to permit their adaptation to the time available by either limiting the program "load" or extending the daily or total hours of particular units.

Job Descriptions

The D.O.T. job titles and definitions were used to identify most of the jobs covered by the curriculums. The preciseness of each job title and job description in the occupational field posed a problem. Many titles were found for the same job. The extent and scope of duties and responsibilities for similar jobs varied.

Programs of study for different job titles, suggested by job analysis, and on the basis of what *may* be performed by a position holder, often are similar. In addition, the worker must be prepared to cope with tasks and exhibit knowledge beyond that implied in the job definition or description. In most programs of study, therefore, provision has been made to develop skills and knowledge so that the trainee can more than "just meet" minimal requirements. This feature should provide motivation for the worker to pursue further education for advancement.

Lines of Advancement

Clear-cut lines of job progression are not usually found is this occupational field. Thus, it is difficult to establish levels of personal achievement such as improved job skills which would result in automatic advancement. In addition to the basic skills offered by a job applicant, other variables of employment such as skills availability in the labor market, personal interest, intelligence, appearance, loyalty, experience, education, "politically sound" organization moves, and tenure are often weighed in employer considerations of promotion. The curriculum design permits trainees for any position or in a particular course of study to elect, along with advice from the counselor, certain units which might further their career objectives.

The educational programs for each job, shown in the *Curriculum Synopses* section, are intended to qualify trainees for jobs in any of three levels as follows:

Level 1. Entry office worker positions and upgrading to skilled office worker positions

Level 2. Entry office technician positions and upgrading to specialized office positions

Level 3. Entry office administrative positions and upgrading to executive administrative assistant positions

Listed below, under each occupational level just defined, are job titles covered by this curriculum guide. To help the user, the job titles are listed in groups corresponding to the arrangement found in the section, "Job Descriptions, Occupational Prerequisites, and Suggested Training." In level I, job titles have been subdivided into categories A and B. The reason for this subdivision is explained in the guide section just cited. Categories A and B are also referenced in the *Curriculum Synopses* section.

Level I—Category A

Express Messenger
Mailer
Mailer Apprentice
Apprentice
Shipper
Switching Clerk
Tube Operator
Directory Clerk
Inspection Clerk
Library Clerk—Talking Books
Mail Clerk
Registered Mail Clerk
Direct Mail Clerk
Route Clerk
Router
Messenger
Cash Boy
Copy Boy
Route Aid
Runner
Telegraph Messenger I
Industrial Caller
Radio Message Router
News Wirephoto Operator
Envelope Sealing Machine Operator I
Folding Machine Operator
Inserting Machine Operator
Sealing and Canceling Machine Operator
Wing Mailer Machine Operator
Medical Record Clerk

Level I—Category B

Travel Counselor
Broadcast Checker
Distribution Clerk
Meter Reader
Central Office Operator
Gamewell Operator

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Police District Switchboard Operator
Information Operator
Telephone Answering Service Operator
Telephone Operator
Appointment Clerk
Counter Clerk
Information Clerk
Pay Station Attendant
New Account Clerk
Receptionist
Registrar
Registration Clerk II
Telegraph Messenger II
Office Boy
Bank Messenger
Compiler
Mailing List Compiler
Mail Carrier
Rural Mail Carrier
Correspondence Review Clerk
Maintenance Service Dispatcher
Parcel Post Clerk
Mail Order Sorter
Morse Operator
Telegrapher
Telegrapher Agent
Trust Mail Clerk
Addressing Machine Operator
Telefax Clerk

Level II

Service Observer
Credit Clerk I
Hospital Admitting Clerk
Library Assistant
Mail Distribution Scheme Examiner
Outpatient Admitting Clerk
Placer
Post Office Clerk (clerical)
Post Office Clerk (gov. ser.)
Traffic Manager II
Weather Clerk
Private Branch Exchange Service Advisor
Contract Clerk Training Supervisor
Policyholders' Information Clerk
Survey Worker
Tracer Clerk
Correspondence Clerk
Sales Correspondent

Level III

Automatic Equipment Supervisor
Cable Supervisor
Carriers' Foreman
Central Office Operator Supervisor
Chief Meter Reader
Chief Service Observer
Chief Telephone Operator
Contract Clerk Supervisor
Delivery Department Manager
Mailing Supervisor
Mail Room Foreman
Mails Foreman
Messengers' Supervisor
Morse Supervisor
Route Supervisor
Supervisor
Survey Worker Supervisor
Telefax Supervisor
Admitting Officer I

Specific information about each of these jobs, arranged by level, is given in the "Job Descriptions, Occupational Prerequisites, and Suggested Training" section. Job titles, as listed in the D.O.T., are given in the "Dictionary of Occupational Titles" section.

The level classifications indicate the degree to which the worker must be specialized or at which the worker assumes administrative responsibilities. The levels do not indicate the extent or intensiveness of study required or suggested in this guide, nor the degree to which employers may distinguish between them. Furthermore, the levels are not indicative of salaries associated with the positions.

Pattern of Development of Curriculum

The office occupations education cycle, used as a guide in developing the entire curriculum, consists of the following:

1. Identification of the occupational grouping:
   a. Description and analysis of each job in the occupational field to meet employer requirements
   b. Analysis of each job in terms of skills and knowledge required of job holder to perform effectively
   c. Analysis of each job in terms of the social and background knowledge required for ready integration into the work environment
2. Translation of findings to a curriculum:
   a. Content and sequence of learning
   b. Establishment of performance standards (standards of achievement) in skill areas
   c. Establishment of standards of background knowledge
   d. Suggestions for teaching skills and knowledge

required in terms of learning experience for the trainee

e. Suggestions of pertinent readings for teacher and trainee, and teaching-learning materials and media

3. Educational operation:
   a. Selection of trainees
   b. Suggestion to teacher for employing community resources to expand learning experiences both in and out of school facilities or environment
   c. Emphasis on attainment of skill performance standards rather than on grades
   d. Testing of social, background, and environmental knowledge
   e. Use of individual and group media for learning
   f. Provision of realistic materials for trainee practice
   g. Realistic opportunity to practice acquired skills and knowledge through the use of relevant work experience projects
4. Initial entry to work through simulated, directed, or cooperative programs where practical. Where the nature of the initial job assignment prevents actual work experience, further relevant work experience projects are suggested.
5. Feedback from the world of work into the educational operation:
   a. Follow up by coordinating teachers
   b. Placement problems
   c. Current job information and tasks
   d. Continual updating of curricula

Starting and Continuing Office Education

The possible variation of the time at which office vocational education may be started by each trainee was a factor influencing curriculum design. Some in-school trainees may elect to start vocational preparation in the 11th grade, others may wait until after graduation from high school before beginning specific vocational preparation. Some may begin after partial or completed postsecondary education. The starting point for any trainee in a program will depend on his completed education, the extent and variety of his experience, his present position within an organization, and his demonstrated knowledge of particular areas of study, however acquired.

Mobility of the training population was also considered. Rather than comparing offerings of one school with another, the curriculum design provides for continuation of studies, regardless of the school in which vocational preparation was initiated, provided that the trainee meets the specific prerequisites that may be required for a unit of study. All of the units specify Standards of Achievement to be met by the trainee as evidence of successful training. Where the standards are expressed in quantified terms, the achievement of the standards (rather than grades) by the trainee would indicate his eligibility for further study.

Specialization Studies

The study units are divided into three sections: General, Specialized, and Administrative Office Education Units. This permits using one or several facilities in an area to complete the vocational preparation required for specialized work. It also permits a district or system to offer certain specialized programs in one location and others at a different location. Furthermore, trainees having similar career objectives who are from different locations within the district or system can be grouped.

Many of the specialized units of study are needed for certain jobs. In other cases, where they are helpful in developing certain proficiencies, they may be electives.

Administrative and Indeterminate Study Programs

Because of the requirements of certain positions, a definite program of study is difficult to design for any given group of individuals. Differences in experience, education, and employer expectations of trainees will affect the training required. Thus, counselors and teachers must tailor the suggested programs to meet individual needs. Similarly, trainees who need only supervisory training may elect specified administrative units after discussing their situations with the counselor.

Subject Unit Alteration

The suggested units of study do not attempt to provide the extent of detailed subject coverage usually associated with teachers' manuals or other curriculum materials. The descriptions for each unit of study include some teaching and evaluation suggestions which may be helpful. Insofar as possible, an attempt has been made to provide a chronological sequence of topics in each unit of study. Because such factors as trainee knowledge and skills may be disparate in any given group, the extent of review, methods of presentation, alteration of content, and the topical sequence is left to the discretion of the teacher and/or department supervisor. In addition, teachers are encouraged to develop detailed lesson plans and use ingenuity in devising or using various teaching aids to accelerate

learning. Recent texts and materials are listed under each unit. Others are listed in the appropriate appendix sections. Many materials should be previewed before selections are made.

General Presentation Suggestions

Trainees enrolled in many of the entry occupational programs are expected to have completed approximately eight years of formal education and to have a working knowledge of English and elementary arithmetic. Two of the units allow for a review of these important basic areas, but the depth of needed review in each course unit must be assessed by the local instructor.

In skill development subjects, lectures and discussions should be kept to the minimum required for understanding procedures and operating instructions. As much time as possible should be devoted to actual trainee practice.

In the social subjects, a variety of methods should be used. Role-playing, case study, group discussion, lectures, and motion pictures can all be used effectively. Varied presentations can serve to heighten interest, participation, and learning. Although a special unit has not been included in the curriculum for developing proper study habits, teachers and administrators should stress this area. Many booklets and pamphlets are available for helping trainees with this important topic.

Periodic progress checks should be made throughout the course of study of each unit to evaluate trainee progress toward meeting the suggested Standards of Achievement. In addition, these checks will serve as a guide to review material that may not have been fully learned.

The teacher should consider using community resources for training. Guest speakers from business, trade, and professional associations, consulting organizations, specialists in the field, and company management can assist with special topics and can help trainees relate their activities to local business needs and standards.

Motivation and morale building should be a part of every class and practice period. It is suggested that teachers make an effort early in the program to establish a teaching climate which will heighten and sustain the trainee's interest. The success of the program can be judged by the number of trainees who remain gainfully employed in careers which otherwise would not have been available to them.

Remedial Instruction

The Vocational Education Act provides remedial work for trainees who may be experiencing difficulties in a course of study for an occupation. Counselors and teachers should be alert to trainee handicaps and take appropriate steps to provide remedial training. For example, the teacher should not hesitate to recommend Oral Communications to persons who have some noticeable difficulty in speaking. For the more elemental jobs in this guide, where basic literacy is required, a remedial unit, Literacy Skills, has been provided. It is recommended for trainees who show a lack of basic literacy skill.

Overlearning

Each course or unit of study provides opportunity for the trainee to overlearn rather than merely to meet minimal occupational requirements. This is important, since there is often a time lag between completion of the studies and employment or subsequent sequential learning. In addition to the curriculum, relevant work experience projects have been suggested to help in overlearning.

Relevant Work Experience Projects

The simulated or on-the-job experiences provided as part of the total curriculum design not only serve the purpose of overlearning, but also help the trainee improve on prior achievements. The times for relevant work experience projects and relevant work experience, as shown in the Curriculum Synopses section, are approximate times only. Variations in the training population, school facilities, and employing organizations will necessitate adjustment of these times for individual trainees and programs. Whereas both relevant work experience projects and relevant work experience are shown in the suggested programs in the Curriculum Synopses, only one or the other is listed under the suggested training captions in "Job Descriptions, Occupational Prerequisites, and Suggested Training."

CURRICULUM OUTLINES

General Office Education Units

Unit Title	*Code*	*Hours*
Oral communication (remedial)	OC	15
Literacy skills (remedial)	LS	80
Communication and basic language skills	BLS	60
Basic clerical skills	BCS	40
Business mathematics	BM	30
Fundamentals of typing (typing I)	T–I	70
Production typing I (typing II)	T–II	70
Indexing and filing practices	IFP	30
Office mailing practices	OMP	15
Office machines—computing and duplicating	OM	30
Business principles and organization	BPO	30
Communications and business	CB	30
Business correspondence	BC	30
Effective interpersonal relations	ER	40
Interviewing practices	IP	30
Receptionist and telephone training	RTT	20

Specialized Office Education Units

Fundamentals of cash and credit transactions	CCT	15
Travel services	TS	45
Mailing machine operation	MM	15
Post office practices	POP	30
Shipping regulations and procedures	SRP	90
Casualty insurance practices	CIP	60
Stock transfer and trust mail handling	STM	20
Hospital admission practices	HAP	30

Administrative Office Education Units

Basic training methods and practices	BTM	70
Principles of effective supervision	PES	60
Effective internal communications	EIC	30

CURRICULUM SYNOPSES

Since many of the occupational training programs have identical subject units, trainees with different career objectives may be grouped for certain of the units, thus conserving teaching time, space, facilities, and equipment. The typical programs shown in this section are suggested for intensive training, either under the Vocational Education Act of 1963 or the Manpower Development and Training Act.

General education and special State-required subjects of study are not shown in the typical programs. Administrators and teachers incorporating these types of studies in the vocational training program may provide for them by extending the program shown. One way to include other required study units is by deferring certain of the suggested units until later in the program. In each instance, factors such as skills development practice and motivation and orientation to the occupational field must be considered carefully along with school enrollment, availability of teachers' time, teachers' workloads, and required facilities.

Trainees requiring specially tailored programs suited to their particular needs, such as refreshing or upgrading of skills, can be slotted into the schedule for appropriate units, with separate arrangements made for special studies. Although remedial study units, such as Oral Communication, are not shown, special programs should be developed to include remedial units where student deficiencies exist.

Programs are assumed to be continuous. Normal semester lengths are not indicated. Provisions for vacation time, free periods, etc., should be made by State and local school administration. Units of shorter duration in particular programs are shown with suggested follow-ons. The training day is assumed to be 6 hours. Luncheon periods, home room time, and counseling time are not shown. Reference should be made to the "Relevant Work Experience" section for trainees who may be nearing completion of their programs. Codes for subject units in the programs are shown with their full unit titles in the "Curriculum Outlines" section.

Level I Jobs

As noted in the "Job Descriptions, Occupational Prerequisites, and Suggested Training" section, for many level I—category A jobs, most employers will hire persons who have basic literacy and arithmetic skills. These employers usually prefer to hire workers and then provide on-the-job training because of the simplicity of the jobs, the office procedures involved, and the equipment peculiar to the employer's establishment. It was also noted that some employers may prefer that persons seeking entry level jobs

offer more prior knowledge and skills than are normally required by the job. If the guidance counselor and the trainee decide that it would be advantageous for the trainee to have some background in clerical skills, the Basic Clerical Skills (BCS) and the Communications and Business (CB) units (as described in the programs for other trainees) may be taken. The option involves four hours of training per day for a total of four weeks, consisting of 40 hours of BCS, 30 hours of CB, and 10 hours of Study, or a total of 80 hours. This training should equip the trainee for advancement or transfer to other positions within a particular firm when openings become available. One week of relevant work experience may follow the training units, but because of the nature of some of the jobs, trainees may actually be employed upon passing entry (or civil service) tests given by the employer, immediately after training. Level I—category A jobs covered by the foregoing description are listed below:

Level I—Category A Jobs:	*D.O.T. numbers*
Express Messenger (r.r. trans.)	231. 687
Shipper (bus. ser.)	231. 687
Switching Clerk (tel. & tel.)	235. 585
Tube Operator (clerical)	239. 687
Direct Mail Clerk (clerical)	231. 588
Directory Clerk (tel. & tel.)	239. 588
Router (clerical)	239. 588
Cash Boy (ret. tr.)	230. 878
Copy Boy (print. & pub.)	230. 878
Industrial Caller (any ind.)	239. 868
Messenger (clerical)	230. 878
Route Aid (tel. & tel.)	230. 878
Runner (finan. inst.)	230. 878
Telegraph Messenger (tel. & tel.) I	230. 868
News Wirephoto Operator (print. & pub.)	239. 382
Envelope Sealing Machine Operator (clerical) I	234. 885
Folding Machine Operator (clerical)	234. 885
Inserting Machine Operator (clerical)	234. 885
Sealing and Canceling Machine Operator (clerical)	234. 885
Wing Mailer Machine Operator (print. & pub.)	234. 885

The last five level I—category A trainees listed above may elect to study the Mailing Machine Operation (MM) unit for a total of 15 hours. This unit may be taken, regardless of whether or not the trainee elects the BCS and CB units as described above. Arrangements for hours in which the unit is offered can be made by the local educational facility. The decision to take this unit should be predicated on mutual agreement between the guidance counselor and the trainee, because while the training in the specific unit may not be required by an employer, it may be advantageous to the job applicant for certain jobs.

For certain level I—category A jobs employers may require that trainees have some specific preliminary training. This also applies to some jobs in level I—category B. Because of this required experience and training, these jobs may offer more in the way of advancement than other entry jobs. The selected jobs are listed below. The job titles are coded by a number in parentheses for later reference. Following the list is a typical suggested program for these trainees.

It should be noted that trainees for jobs in level I who, on the advice of their counselor, elect to study the Basic Clerical Skills and Communications and Business units, may also be enrolled in those units for the hours indicated.

Letters, which are keyed to the notes following the table, are shown in the blocks for hours five and six in the typical program.

Level I—Category A Jobs:	*D.O.T. numbers*
(1) Mailer (print. & pub.)	239. 587
(2) Mailer Apprentice (print. & pub.)	239. 587
(3) Inspection Clerk (tel. & tel.)	239. 688
(4) Library Clerk—Talking Books (library)	209. 588
(5) Mail Clerk (clerical)	231. 588
(6) Registered Mail Clerk (banking)	231. 588
(7) Route Clerk (tel. & tel.)	235. 588
(8) Radio Message Router (tel. & tel.)	235. 388
(9) Medical Record Clerk (medical ser.)	249. 388
Level I—Category B Jobs:	
(10) Broadcast Checker (radio & tv broad.)	249. 688
(11) Distribution Clerk (gov. ser.)	231. 688
(12) Maintenance Service Dispatcher	239. 388
(13) Meter Reader (light, heat & power; waterworks)	239. 588
(14) Central Office Operator (tel. & tel.)	235. 862
(15) Gamewell Operator (gov. ser.)	235. 862
(16) Information Operator (tel. & tel.)	235. 862
(17) Police District Switchboard Operator (gov. ser.)	235. 862
(18) Telephone Answering Service Operator (bus. ser.)	235. 862
(19) Telephone Operator (clerical)	235. 862
(20) Information Clerk (clerical)	237. 368
(21) Pay Station Attendant (clerical)	237. 368
(22) Office Boy (clerical)	230. 878
(23) Bank Messenger (banking)	249. 388
(24) Mail Carrier (gov. ser.)	233. 388
(25) Mailing List Compiler (clerical)	249. 388
(26) Mail Order Sorter (ret. tr.)	231. 388
(27) Parcel Post Clerk (clerical)	231. 388
(28) Rural Mail Carrier (gov. ser.)	233. 388
(29) Morse Operator (tel. & tel.)	236. 588
(30) Telegrapher Agent (r.r. trans.)	236. 588
(31) Telegrapher (r.r. trans.)	236. 588
(32) Telefax Clerk (tel. & tel.)	236. 382
(33) Telegraph Messenger (tel. & tel.) II	230. 368

Program weeks	Suggested units (hour of training day)					
	1	2	3	4	5	6
1	BCS	BCS	CB	CB	A, B, C, D, E	B, D
2	BCS	BCS	CB	CB	A, B, C, D, E	B, D
3	BCS	BCS	CB	CB	A, B, C, D, E	B, D
4	BCS	BCS	Study	Study	B, C	E B
5	Relevant work experience [1]				B,	E B
6	Relevant work experience [2]				B,	E B
7	Relevant work experience [3]				B	B
8	Relevant work experience [4]					

[1] Relevant work experience—Use week 5 for relevant work experience or on-the-job training for trainees for jobs (1–10), (12), (13), (14), (16), (18–23), (25–27), and (29–33). On-the-job training pertains to trainees for jobs (3, 7, 8, 14, 16, 18, 19, 29, 30, 31, 32, and 33), and includes vestibule training on special telephone and telegraph equipment available at the employing company. Trainees for government service jobs (11), (15), (17), (24), and (28) may be provided on-the-job training after entry into the civil service system by passing qualifying examinations.

[2] Relevant work experience—Use week 6 for additional relevant work experience or on-the-job training for trainees for jobs (4), (9), (10), (14), (16–20), (25), and (29–33). The conditions regarding on-the-job training and relevant work experience for telephone, telegraph, and government service jobs are as previously described.

[3] Relevant work experience—Use week 7 for additional relevant work experience or on-the-job training for trainees for jobs (4), (9), (10), (14), (16), (18), (19), and (29–33), with conditions obtaining as described above.

[4] Relevant work experience—Use week 8 for additional relevant work experience or on-the-job training for trainees for jobs (4), (9), (14), (16), (18), (19), and (29–33), with conditions obtaining as described above.

Government service jobs (gov. ser.) should have relevant work experience projects to simulate work experience projects as time allows.

Suggested programs for the balance of level I jobs are shown below:

A—Office Mailing Practices (OMP) is a suggested unit for trainees for jobs (1), (2), (5), (6), (22), (26), and (27).

B—Fundamentals of Typing (T–I) is a suggested unit for trainees for jobs (4), (25), and (29–33).

C—Receptionist and Telephone Training (RTT) is a suggested unit for trainees for job (20).

D—Post Office Practices (POP) is a suggested unit for trainees for jobs (24) and (28).

E—Business Correspondence (BC) is a suggested unit for trainees for job (10).

Where units A, B, C, D, or E are not suggested, trainees can use hours 5 and 6 for guided independent study or relevant work experience projects.

Travel Counselor (nonprofit organ.), 237.168; Registrar (gov. ser.), 237.368; and Registration Clerk (gov. ser.), 237.368

Program weeks	Suggested units (hour of training day)					
	1	2	3	4	5	6
1–3	BCS	BCS	CB	CB	ER	ER
4	BCS	BCS	Study[1]	Study[1]	ER	ER
5–6	TS[1]	TS[1]	TS[1]	Relevant wk. exp. proj.		
7	TS[1]	TS[1]	TS[1]	Relevant wk. exp. proj.		
8	Relevant work experience					

[1] During week 4, substitute Relevant Work Experience Projects in place of Study for Registrar and Registration Clerk trainees. During weeks 5 through 8 substitute Relevant Work Experience Projects in place of TS and Relevant Work Experience for Registrar and Registration Clerk trainees.

Appointment Clerk (clerical), 237.368; Counter Clerk (clerical), 239.368; and Receptionist (clerical), 237.368

Program weeks	Suggested units (hour of training day)					
	1	2	3	4	5	6
1–3	BCS	BCS	CB	CB	T–I	T–I
4	BCS	BCS	ER	ER	T–I	T–I
5–7	RTT	CCT[1]	ER	ER	T–I	T–I
8	RTT	Study		Relevant wk.-exp. proj.		
9–10				Relevant work experience		

[1] CCT—(Fundamentals of Cash and Credit Transactions) for Counter Clerk trainees substitute Study for Appointment Clerk and Receptionist trainees

New Account Clerk (clerical), 249.368

Program weeks	Suggested units (hour of training day)					
	1	2	3	4	5	6
1–3	BCS	BCS	CB	CB	OM	Study
4	BCS	BCS	ER	ER	OM	Study
5–6	IP	IP	ER	ER	OM	Study
7	IP	IP	ER	ER	Rel. wk.-exp. proj.	
8–9			Relevant work experience			

Compiler (clerical), 249.388

Program weeks	Suggested units (hour of training day)					
	1	2	3	4	5	6
1–3	BCS	BCS	CB	CB	T–I	T–I
4	BCS	BCS	IFP	IFP	T–I	T–I
5–6	Rel. wk.-exp. proj.		IFP	IFP	T–I	T–I
7	Relevant wk.-exp. projects				T–I	T–I
8	Relevant work experience					

Correspondence Review Clerk (clerical), 204.388

Program weeks	Suggested units (hour of training day)					
	1	2	3	4	5	6
1–3	BC	Study	CB	CB	T–I	T–I
4–6	BC	Study	BCS	BCS	T–I	T–I
7	Rel. wk.-exp. proj.		BCS	BCS	T–I	T–I
8–9	Relevant work experience					

Trust Mail Clerk (banking), 231.588

Program weeks	Suggested units (hour of training day)					
	1	2	3	4	5	6
1–3	BCS	BCS	CB	CB	T–I	T–I
4	BCS	BCS	OMP	STM	T–I	T–I
5–6	Rel. wk.-exp. proj.		OMP	STM	T–I	T–I
7	Rel. wk.-exp. proj.			STM	T–I	T–I
8–9	Relevant work experience					

Addressing Machine Operator (clerical), 234.582

Program weeks	Suggested units (hour of training day)					
	1	2	3	4	5	6
1–3	BCS	BCS	CB	CB	T–I	T–I
4	BCS	BCS	Study	MM	T–I	T–I
5–6	Rel. wk.-exp. proj.			MM	T–I	T–I
7	Relevant work experience				T–I	T–I
8	Relevant work experience					

Level II Jobs

Typical suggested programs for trainees for level II jobs are shown below under the job title(s) with notes as appropriate.

Service Observer (tel. & tel.), 239.588

Persons filling these jobs are usually promoted by the telephone company from other jobs within the organization. The program below suggests only those areas of study for upgrading or refreshment of clerical skills, orientation, and the improvement of interpersonal relations.

Program weeks	Suggested units (hour of training day)					
	1	2	3	4	5	6
1–3	BCS	BCS	CB	CB	ER	ER
4	BCS	BCS	Study	Study	ER	ER
5	Relevant work experience projects					
6–7	Relevant work experience					

Credit Clerk (clerical) I, 249.368

Program weeks	Suggested units (hour of training day)					
	1	2	3	4	5	6
1–3	BC	OM	CB	CB	T–I	T–I
4–6	BC	OM	BCS	BCS	T–I	T–I
7	ER	ER	BCS	BCS	T–I	T–I
8–9	ER	ER	IP	IP	IFP	IFP
10	ER	ER	IP	IP	IFP	IFP
11–12	Relevant work experience					

Hospital Admitting Clerk (medical ser.), 237.368; Outpatient Admitting Clerk (medical ser.), 237.368

Program weeks	Suggested units (hour of training day)					
	1	2	3	4	5	6
1–3	BCS	BCS	CB	CB	T–I	T–I
4	BCS	BCS	HAP	RTT	T–I	T–I
5–7	IP	IP	HAP	RTT	T–I	T–I
8	ER	ER	HAP	Study	T–II	T–II
9	ER	ER	HAP	Study	T–II	T–II
10–11	ER	ER	Rel. wk.-exp. proj.		T–II	T–II
12–14	Relevant work experience [1]				T–II	T–II
15	Relevant work experience [1]					

[1] Relevant work experience should be arranged at a local hospital for the trainee on a part-time basis during weeks 12 through 15.

Library Assistant (library), 249.368

Program weeks	Suggested units (hour of training day)					
	1	2	3	4	5	6
1–3	BCS	BCS	CB	CB	T–I	T–I
4	BCS	BCS	IFP	IFP	T–I	T–I
5–6	ER	ER	IFP	IFP	T–I	T–I
7	ER	ER	Rel. wk.-exp. proj. [1]		T–I	T–I
8	ER	ER	Relevant work experience			
9–10	Relevant work experience					

[1] Relevant work experience projects—Practice work projects for this trainee may be performed under the supervision of the school's librarian in the local public library, or at specialized professional libraries in the community. Relevant work experience may also be obtained at the same locations.

Mail Distribution Scheme Examiner (gov. ser.), 239.368

Program weeks	Suggested units (hour of training day)					
	1	2	3	4	5	6
1–3	BCS	BCS	CB	CB	T–I	T–I
4	BCS	BCS	ER	ER	T–I	T–I
5–6	POP	POP	ER	ER	T–I	T–I
7	POP	POP	ER	ER	T–I	T–I
8			Rel. wk.-exp. proj.			

The above is a civil service position, and the relevant work experience phase is not shown because it will be done on the job after official hire. However, the trainee should be given simulated practice during the relevant work-experience project phase.

Placer (insurance), 239.368

Program weeks	Suggested units (hour of training day)					
	1	2	3	4	5	6
1–3	BCS	BCS	CB	CB	CIP	CIP
4	BCS	BCS	ER	ER	CIP	CIP
5–6	IP	IP	ER	ER	CIP	CIP
7	IP	IP	ER	ER	Rel. Wk.-Exp. Proj.	
8			Relevant work experience			

Post Office Clerk (clerical), 232.368; Post Office Clerk (gov. ser.), 232.368

Program weeks	Suggested units (hour of training day)			
	1	2	3	4
1–3	BCS	BCS	CB	CB
4	BCS	BCS	ER	ER
5–7	POP	POP	ER	ER
8–9		Relevant work experience [1]		

[1] Relevant work experience—Not given to Post Office Clerk (gov. ser.), 232.368 trainees. Substitute relevant work-experience projects for weeks 8 and 9. On-the-job training should be supplied to these trainees after entry to position through civil service examination.

Traffic Manager (motor trans.) II, 239.368

Program weeks	Suggested units (hour of training day)					
	1	2	3	4	5	6
1–3	BCS	BCS	CB	CB	Study	BC
4	BCS	BCS	SRP	SRP	SRP	BC
5–6	ER	ER	SRP	SRP	SRP	BC
7–8	ER	ER	SRP	SRP	SRP	Study
9	Rel. wk.-exp. proj.		SRP	SRP	SRP	Study
10–12			Relevant work experience			

Weather Clerk (air trans.), 239.368

Program weeks	Suggested units (hour of training day)				
	1	2	3	4	5
1–3	BCS	BCS	CB	CB	OM
4	BCS	BCS	Elective	Elective	OM
5–6	Rel. wk.-exp. proj.		Elective	Elective	OM
7–8	Relevant work experience				

Private Branch Exchange Service Advisor (tel. & tel.), 235.228; Contract Clerk Training Supervisor (tel. & tel.), 235.228

Program weeks	Suggested units (hour of training day)				
	1	2	3	4	5
1–3	BCS	BCS	CB	ER	ER
4	BCS	BCS	BTM	ER	ER
5–7	EIC	EIC	BTM	Rel. wk.-exp. proj.	
8–10	Elective	Elective	BTM	Rel. wk.-exp. proj.	

Relevant work experience will be obtained on the job in the employing unit since the above program is a skills upgrading program and promotion is usually from within the organization.

Policyholders' Information Clerk (insurance), 204.268

Program weeks	Suggested units (hour of training day)					
	1	2	3	4	5	6
1–3	BCS	BCS	CB	CB	OM	BLS
4	BCS	BCS	BM	BC	OM	BLS
5–6	ER	ER	BM	BC	OM	BLS
7–8	ER	ER	BM	BC	Elective	BLS
9	IFP	IFP	BM	BC	Elective	BLS
10–11	IFP	IFP	Rel. wk.-exp. proj.			BLS
12	Relevant work experience					BLS
13–14	Relevant work experience					

Survey Worker (clerical), 249.268

Program weeks	Suggested units (hour of training day)			
	1	2	3	4
1–3	BCS	BCS	CB	CB
4	BCS	BCS	ER	ER
5–7	IP	IP	ER	ER
8–9	Relevant work experience			

Tracer Clerk (clerical), 249.368

Program weeks	Suggested units (hour of training day)				
	1	2	3	4	5
1–3	BCS	BCS	CB	CB	BC
4	BCS	BCS	IFP	IFP	BC
5–6	Rel. wk.-exp. proj.		IFP	IFP	BC
7–8	Relevant work experience				

Correspondence Clerk (clerical), 204.288; Sales Correspondent (any ind.), 204.388

Program weeks	Suggested units (hour of training day)					
	1	2	3	4	5	6
1–3	BCS	BCS	CB	CB	T–I [1]	T–I [1]
4	BCS	BCS	BLS	BPO	T–I [1]	T–I [1]
5–7	IFP	IFP	BLS	BPO	T–I [1]	T–I [1]
8–9	EIC	EIC	BLS	BPO	T–II [1]	T–II [1]
10	EIC	EIC	BLS	BC	T–II [1]	T–II [1]
11–12	ER	ER	BLS	BC	T–II [1]	T–II [1]
13–14	ER	ER	BLS	BC	T–II [1]	T–II [1]
15	Rel. wk.-exp. proj.		BLS	BC	Study	Study
16–18	Relevant work experience					

[1] T–I and T–II are not necessary for Sales Correspondent trainees, however, it is suggested that the units might be elected by the trainee, after consultation with the guidance counselor, as typing is considered a helpful skill in this work.

Level III Jobs

Level III jobs are supervisory in charcter. Because of the variation in the training population for these jobs, programs should be kept flexible to accommodate the trainee's experience and training. Programs below are suggested for trainees for level III jobs. Appropriate notes follow the programs.

Automatic Equipment Supervisor (tel. & tel.), 239.138

Program weeks	Suggested units (hour of training day)					
	1	2	3	4	5	6
1–3	BCS	BCS	CB	CB	T–I [1]	T–I [1]
4	BCS	BCS	ER	ER	T–I [1]	T–I [1]
5–7	BTM	BTM	ER	ER	T–I [1]	T–I [1]
8–11	BTM	BTM	PES	PES	T–II [1]	T–II [1]
12–13	Rel. wk.-exp. proj.		PES	PES	T–II [1]	T–II [1]
14	Relevant work experience [2]				T–II [1]	T–II [1]
15–16	Relevant work experience [2]					

[1] T–I and T–II are electives. Communication and Basic Language Skills (BLS) may be substituted in weeks 1 through 12 in hour 5.
[2] Relevant work experience will be obtained on the job since the position is usally filled by promotion within the organization.

Cable Supervisor (tel. & tel.), 239,138; Central Office Operator Supervisor (tel. & tel.), 235.138; Chief Meter Reader (light, heat & power; waterworks), 239.138; Chief Service Observer (tel. & tel.), 239.138; Chief Telephone Operator (clerical), 235.138; Delivery Department Manager (tel. & tel.), 239.138; Morse Supervisor (tel. & tel.), 239.138; Route Supervisor (tel. & tel.), 239.138; Telefax Supervisor (tel. & tel.), 239.138; Contract Clerk Supervisor (tel. & tel.), 239.138

Program weeks	Suggested units (hour of training day)					
	1	2	3	4	5	6
1–3	BCS	BCS	CB	CB	ER	ER
4	BCS	BCS	BTM	BTM	ER	ER
5–10	PES	PES	BTM	BTM	Elective [1]	BM [2]
11–12	Rel. wk.-exp. proj.				Elective	Elective
13–16	Relevant work experience				Elective	Elective

[1] Elective unit for trainees is Communication and Basic Language Skills (BLS) that can be given in hour 5 for weeks 5 through 16. Relevant work experience can be obtained on the job since promotion to the positions is usually from within the organization. The program is largely designed for skil ls upgrading purposes.

[2] BM—(Business Mathematics) for Contract Clerk Supervisor trainees only.

Carriers' Foreman (gov. ser.), 233.138; Mails Foreman (gov. ser.), 232.138

Program weeks	Suggested units (hour of training day)				
	1	2	3	4	5
1–3	BCS	BCS	CB	CB	Elective [1]
4	BCS	BCS	PES	PES	Elective [1]
5–8	ER	ER	PES	PES	Elective [1]
9	Rel. wk.-exp. proj.		PES	PES	Elective [1]
10–12	Rel. wk.-exp. proj. [2]				Elective [1]

[1] Elective can be Communication and Basic Language Skills (BLS) for weeks 1 through 12.

[2] Relevant work experience projects for weeks 10 through 12 are optional. Promotion to these jobs is usually from within the civil service system, thus the program is for skills upgrading purposes.

Mailing Supervisor (clerical), 231.138; Mail Room Foreman (print. & pub.), 239.138

Program weeks	Suggested units (hour of training day)					
	1	2	3	4	5	6
1–3	BCS	BCS	CB	CB	OMP	Elective [1]
4	BCS	BCS	IFP	IFP	MM	Elective [1]
5–6	BTM	BTM	IFP	IFP	MM	Elective [1]
7–11	BTM	BTM	PES	PES	Study	Elective [1]
12	ER	ER	PES	PES	Study	Elective [1]
13–15	ER	ER	Rel. Wk.-Exp. Proj.			
16–17	Relevant work experience					

[1] Elective can be Communication and Basic Language Skills (BLS) for hour 6 in weeks 1 through 12.

Messengers' Supervisor (tel. & tel.), 230.138

Program weeks	Suggested units (hour of training day)					
	1	2	3	4	5	6
1–3	BCS	BCS	CB	CB	Study	Elective [1]
4	BCS	BCS	BTM	BTM	Study	Elective [1]
5–10	PES	PES	BTM	BTM	Study	Elective [1]
11–12	ER	ER	IFP	IFP	Study	Elective [1]
13	ER	ER	IFP	IFP	Rel. wk.-exp. proj.[2]	
14	ER	ER	Rel. wk.-exp. proj.			

[1] Elective can be Communication and Basic Language Skills (BLS) for hour 6 in weeks 1 through 12.

[2] Relevant work-experience projects are provided since promotion to this position is usually from within the organization. The program is designed for skills upgrading purposes.

Survey Worker Supervisor (clerical), 249.138

Program weeks	Suggested units (hour of training day)					
	1	2	3	4	5	6
1–3	BCS	BCS	CB	CB	BM	Elective [1]
4	BCS	BCS	ER	ER	BM	Elective [1]
5–6	BTM	BTM	ER	ER	BM	Elective [1]
7	BTM	BTM	ER	ER	Study	Elective [1]
8–11	BTM	BTM	PES	PES	Study	Elective [1]
12	IP	IP	PES	PES	Study	Elective [1]
13	IP	IP	PES	PES	Rel. Wk. Exp. Proj.	
14	IP	IP	Relevant work experience			
15–16	Relevant work experience					

[1] Elective can be Communication and Basic Language Skills (BLS) for hour 6 in weeks 1 through 12.

Admitting Officer (medical ser.) I, 237.368

Program weeks	Suggested units (hour of training day)					
	1	2	3	4	5	6
1–3	BCS	BCS	CB	CB	ER	ER
4	BCS	BCS	BTM	BTM	ER	ER
5–8	PES	PES	BTM	BTM	RTT	Elective [1]
9–10	PES	PES	BTM	BTM	BC	Elective [1]
11–13	IFP	IFP	HAP	HAP	BC	Elective [1]
14	T–I [2]	T–I [2]	IP	IP	BC	Elective [1]
15–16	T–I [2]	T–I [2]	IP	IP	Study	Elective [1]
17–20	T–I [2]	T–I [2]	Rel. Wk.-Exp. Proj.			
21–23	Relevant Work Experience [3]					

[1] Elective can be Communication and Basic Language Skills (BLS) for hour 6 in weeks 5 through 16.

[2] T-I is an elective. Relevant work-experience projects may be substituted if not elected.

[3] Relevant Work Experience—Although not shown in the section, "Job Descriptions, Occupational Prerequisites, and Suggested Training," trainees for this position may obtain this type of experience in small hospitals.

SELECTION, GUIDANCE, AND COUNSELING

Section 104.18 (a) of the Rules and Regulations of the Vocational Education Act of 1963 declares that State plans for vocational education should include information on the "standards and requirements of vocational guidance and counseling services which are designed to (1) identify and encourage the enrollment of individuals needing vocational education, (2) provide the individuals with information necessary for realistic vocational planning, (3) assist them while pursuing the plan, (4) aid them in vocational placement, and (5) conduct followup procedures to determine the effectiveness of the vocational instruction and guidance and counseling program."

Section 104.18 (b) states that in addition to vocational guidance consultative services to be provided, "the State board shall utilize the resources of the State employment service pursuant to the operative arrangement provided for in § 104.7." Section 104.7 details the mutual sharing of information by the State employment service and the local educational agency regarding present and future prospects of employment in the community and elsewhere, and the occupational qualifications of trainees who have completed or are completing vocational education courses in schools. Community advisory committees comprising employers, employment office personnel, educators, and counselors can be used advantageously to fulfill this requirement.

To meet all these requirements and the others detailed in the State plan, the school's vocational guidance counselor must be the focal point to make information available for the selection of trainees and for giving them, their teachers, and their employers the necessary assistance to insure that trainees can obtain and retain employment, and that they can advance in their jobs.

An additional stipulation of Section 104.13 (b) (2) is that each trainee will have an occupational objective which is a matter of record. This objective will be referred to as a career objective and can be a specific recognized occupation or a cluster of closely related occupations in a given field.

The suggestions in this section are offered to assist counselors, teachers, and others in selecting and guiding trainees. Specific State plans may detail which selection instruments, procedures, and criteria are to be used for specific occupational fields. The criteria and selection devices suggested here are those which can be considered for the occupational field covered by these curricula.

Selection Criteria

Section 104.13 (g) (1) of the Rules and Regulations provides for the admission of individuals on the basis of their potential for achieving competence in the occupational field. Part (2) of this section provides for the admission of individuals to special remedial classes if these individuals have academic, socioeconomic, and other handicaps that have prevented or might prevent their success in other vocational education programs.

For the purposes of this curriculum guide, the selection standards suggested below for trainees eligible under the Vocational Education Act of 1963 are divided into job levels and separately discussed.

For all job levels, as shown in the *About the Curriculums* section, the trainee candidate's prior academic achievement results should be evaluated with discretion. Prior academic achievement results are usually good indicators of future success in course studies. However, they should not be the sole criteria because of the possibility of "late-blooming" and because of economic, social, or other handicaps which may have influenced earlier schooling. Consideration should also be given to maturity. Those adults eligible for training under the Act who have been away from school may have acquired a good personal education and experience in the intervening years.

1. *Level I Jobs.* The jobs in this level may generally be considered to be jobs of a low-skilled clerical or manual nature. Trainees for these jobs should have completed at least the eighth grade. Completion of high school education, with acceptable academic achievement, is desirable; however, it may not be preferred. Consideration should be given to arithmetic skills, manual dexterity, and the ability to understand written and oral instructions.

2. *Level II Jobs.* The jobs in this level are generally of a clerical nature, with many of them being of a technical nature. Trainees for these jobs should have completed their high school education, with acceptable academic achievement, or should have acquired equivalent work experience. For the clerical-technical jobs, two years of completed postsecondary work

with acceptable academic achievement, may be preferred by employers. Consideration should be given to social skills, maturity of judgement, verbal facility to deal effectively with people at all levels, and the ability to become familiar with one or more activities in the clerical information and service operation areas.

3. *Level III Jobs.* These jobs are in the supervisory, managerial, and administrative categories. Trainees for these jobs should have completed at least two years of postsecondary education, with acceptable academic achievement, or should have acquired equivalent work experience. On this level, promotion is usually from within the organization, provided that the individual has experience in related or identical work. Consideration should be given to: (1) verbal facility for effective oral and written communication with superiors and subordinates; (2) ability to stimulate people to work cooperatively and conscientiously in activities which are frequently routine and repetitive; (3) ability to plan ahead and to make assignments in a manner which promotes coordinated action and the completion of individual tasks according to established priorities; (4) ability to understand, interpret, and apply procedures and directives; and (5) ability to train new employees when required. Consideration for entry into programs should also be given to those possessing managerial knowledge, skills, or experience.

Scores on aptitude tests should also be considered in selecting the applicants. Tests should be carefully chosen on the basis of their ability to discriminate between successful and unsuccessful trainees. Coefficients of validity (or determination) should be considered carefully, along with the criteria used. Standardization of the tests, with norm group factors and extensiveness of available data and test intercorrelations, also should be considered. Tests, of course, should be only one factor in the overall evaluation of applicants. The Qualifications Profile in the "Worker Traits and Requirements" exhibits in the section, "The Dictionary of Occupational Titles," should be consulted. As in the case of the educational requirements, tests for trainee applicants are suggested for each job level.

Some tests suggested for use in level I jobs are:

1. S.R.A. Verbal
2. Employee Aptitude Survey Test No. 2 Numerical Ability
3. Employee Aptitude Survey Test No. 3 Visual Pursuit
4. Employee Aptitude Survey Test No. 5 Space Visualization
5. Employee Aptitude Survey Test No. 7 Verbal Reasoning
6. Employee Aptitude Survey Test No. 9 Manual Speed and Accuracy
7. Bennett's Mechanical Comprehension Form A
8. Kuder Preference Record—Vocational
9. Gordon Personal Profile
10. Gordon Personal Inventory

Most of the jobs in level I are for messenger services, mail preparation and handling, machine operations, and telephone and telegraph operations. Accordingly, tests (2) through (7) may be used to furnish objective information needed regarding the trainee's ability and willingness to make precise, repetitive movements of the fingers rapidly and accurately (finger dexterity); his ability to translate a two-dimensional drawing into three-dimensional space (spatial ability); and the trainee's perceptual ability involving pursuit movements of the eyes. Also, some indication of the trainee's ability to comprehend simple mechanical principles should be obtained. In addition, it is advisable to obtain information on the applicant's mental ability. Tests (1), (2), and (5) should assist the counselors and teachers in securing information on the trainee's ability to comprehend instructions. Test (8) could be used to appraise an applicant's basic vocational interests. Information on the applicant's temperament and emotional adjustment can be secured from tests (9) and (10). The overall portrait or profile secured could give an index of an applicant's ability to master the jobs in level I. It may also give an index of possible potential for growth and development on the job.

Some tests suggested for use in level II jobs are:

1. S.R.A. Primary Mental Abilities
2. Schubert General Ability Test
3. Wesman Classification Test
4. Wonderlic Personnel Test
5. Strong Vocational Interests Test
6. Kuder Preference Record—Vocational
7. General Clerical Test (Psychological Corporation)
8. Minnesota Clerical Aptitude Tests
9. Turse Clerical Aptitudes Test
10. Gordon Personal Profile
11. Gordon Personal Inventory
12. Guilford-Zimmerman Temperament Test

Because the jobs in level II consist mainly of skilled clerical functions and service, tests (7) through (9) may be used to appraise the trainee's basic clerical aptitudes. It is also advisable that information be obtained regarding the applicant's basic mental abili-

ties such as: learning ability, analytical reasoning, planning and organizational abilities, and the ability to work under pressure. Tests (1) through (4) should be able to assist the counselors and teachers in securing this information. Tests (5) and (6) could be used to appraise an applicant's basic vocational interests. Information on the applicant's temperament and emotional adjustment can be secured from tests (10) through (12). The overall portrait or profile secured could give an index of potential for further growth and development into higher level positions.

Some tests suggested for use in level III jobs are:

1. Schubert General Ability Test
2. S.R.A. Primary Mental Abilities
3. Wesman Classification Test
4. Wonderlic Personnel Test
5. Strong Vocational Interests Test
6. Kuder Preference Record—Vocational
7. Study of Values
8. Guilford-Zimmerman Temperament Test
9. Edwards Personal Preference Schedule
10. Gordon Personal Profile
11. Gordon Personal Inventory
12. Supervisory Inventory of Human Relations

Because the jobs in level III are of a supervisory nature, the applicant's mental abilities should be appraised. Tests (1) through (4) will provide this information. The applicant's interests and motivations may be secured using tests (5) through (7). His skills in human relations, his emotional adjustment, and his temperament may be appraised by tests (8) through (12).

Other tests not listed above, but which may have high validities, should also be considered; the list is not restrictive, nor is it absolute, since various combinations of tests can be used as long as they give the required objective information. Counselors selecting tests should consult the latest Mental Measurements Yearbook, various tests issuing and scoring companies' catalogs, and reference works on psychological tests before deciding which tests to use. In the area of applicant testing, teachers should obtain as much professional help as possible. The purpose of the tests is to obtain objective information about the applicant to supplement appraisals made during interviews. It should be appreciated that errors can be made in the selection and appraisal process, even with good cut-off scores. The applicant's frame of mind and the testing environment should also be considered when evaluating test results.

Applicants for clerical positions having skills developed before entry into the training program should be evaluated carefully by standardized achievement tests of skills such as typing and office machine operation. Knowledge in various study areas can be assessed by using available objective tests that are used in the regular program. The measurable skills should be compared to the Standards of Achievement for the particular program unit and to the Occupational Prerequisites for each job. The demonstrated equivalent proficiencies can then be used as a base to tailor programs for the individual trainee which will enable him to reach employable competencies without the necessity of marking time.

Interviewing is an essential part of the appraisal process since it offers the opportunity to feed back test scores and appraisals to that point, and it can help the applicant to decide on a career objective. Whether the interview is held nondirectively or is structured, it should center on the applicant developing optimism about success in a given occupation and the productive use of his aptitudes and other assets. The decision made by the applicant regarding his career objective, and the career objective itself, must become a matter of school record and should be set before the trainee enters any program, as it will determine the nature of the program.

Counselors and coordinating teachers should also consider that success in a given field may be achieved by persons of different interests and abilities. Obvious evidences of possible failure in a given occupational choice, because of lack of aptitude in the most requisite skills, should be carefully considered during both appraisal and subsequent interviews, as programs are designed for those trainees who want to, and can profit from instruction.

After Enrollment

After a trainee has been selected for the program, periodic counselor-teacher-trainee conferences should be scheduled. Effort should be made to uncover problems that may hinder the success of the trainee in his studies and necessary remedial study should be offered. Throughout the program, teachers should advise counselors about the progress the trainee is making toward attaining required skills and knowledge for employment.

Relevant Work-Experience Phase

Counselors should play an integral part in the placement activities and should work with local placement offices, employers, and teacher-coordinators to select suitable work experience which will further a trainee's skills before the start of regular employment.

During the relevant work experience period (and

also at its conclusion), the teacher-coordinator, trainee, and counselor should schedule conference time to ascertain the development and experiences of the trainee in attempting to attain employable skills and knowledge. Before completion of the work experience phase, counselors should consult with local placement offices, according to State plan requirements, concerning the eventual placement of the trainee into a regular position.

Evaluation and Reporting

Counselors and teachers should continually assess the value of the program studies in terms of adequate vocational preparation of accepted trainees and should suggest changes in curriculum content to strengthen individual programs.

Tailoring Programs

Individuals who demonstrate certain achievements can be slotted into regular programs, both basic and specialized. This requires a certain degree of flexibility of scheduling. Advice on special needs of individuals should be given to the trainee's teachers.

Record of Completion

After completing or leaving a course of study, each trainee should receive a Record of Completion. The Record should not only reflect the skills and knowledge attained during the program, but it should also indicate exhibited skills for which no unit of study was incorporated into the program. If the tailored program included a unit to advance the development of exhibited skills and knowledge, and the unit was not studied because of the lack of available time, no recording should be made about that unit in the Record. All reports of skill knowledge for the various subject units of study should be made by the administrator's office at the time of exit or upon completion of the program by the trainee. The school office should maintain a folder for each trainee which contains the employability evaluations made for each unit of study. It is further suggested that the school maintain at least two copies of the Record for transcript and reference purposes. If the form is standardized within a particular State, trainees moving from one school to another should be asked to submit (for the record) their Record of Completion. Achievements in studies at the new school(s) should be entered in the Record. A suggested sample Record is illustrated.

Manpower Development and Training Act Enrollees

The selection and evaluation procedures described for the Vocational Education Act of 1963 can also be used for trainees who are eligible under the M.D.T.A. program. Certain limitations that apply to trainees under the Vocational Education Act of 1963 do not apply to the M.D.T.A. trainees. Intensive M.D.T.A. programs may be used for entry, refresher, or upgrading purposes. Tailoring of programs is necessary for some persons in this group. By law, local employment offices initiate selection and placement of these candidates. Counselors and teachers should be familiar with local employment office selection procedures.

STATE OF_____

RECORD OF COMPLETION OF INFORMATION COMMUNICATION OCCUPATIONS EDUCATION
(Under the Vocational Education Act of 1963 or Manpower Development and Training Act)

TRAINEE'S NAME_____ TRAINING PROGRAM_____

SCHOOLS ATTENDED:_____

SKILLS

Fundamentals of Typing (Typing I)_____

Production Typing I (Typing II)_____

Basic Clerical Skills_____

Communication and Basic Language Skills_____

Business Mathematics_____

Receptionist and Telephone Training_____

Indexing and Filing Practices_____

Office Machines—Computing and Duplicating_____

Mailing Machine Operation_____

Office Mailing Practices_____

FUNCTIONAL AREAS (Teachers' Evaluations)

Business Correspondence_____

Communications and Business_____

Business Principles and Organization_____

Interpersonal Relations_____

Interviewing Practice_____

SPECIALIZED FUNCTIONS AND SKILLS
(Teachers' Evaluations)

Post Office Practices_____

Hospital Admission Practices_____

Travel Services_____

Stock Transfer and Trust Mail Handling_____

Casualty Insurance Practices_____

Shipping Regulations and Procedures_____

Cashiering Practices_____

ADMINISTRATIVE AREAS
(Teachers' Evaluations)

Principles of Effective Supervision_____

Basic Training Methods and Practices_____

Internal Communications_____

Others_____

ATTESTATION

PRINCIPAL_____ PRINCIPAL_____

SCHOOL ADMINISTRATOR_____ SCHOOL ADMINISTRATOR_____

DATE_____ DATE_____

Suggested Record of Completion Form

GENERAL OFFICE EDUCATION UNITS

General office education units are those studies common to many jobs in the occupational field. The studies in this section should help trainees to develop:

Basic skills such as typing, clerical (including arithmetic), communication, correspondence, and office machines operating skills

Functional knowledge requirements such as interviewing, office practices, and effective interpersonal relations

Environmental knowledge concerning the occupational area in which they will be working such as business principles and organization and the relationship of communication and business

Local or State requirements for general education courses at secondary or post-secondary school levels have not been included in this guide.

Oral Communication (Remedial) (OC)

Remedial Unit for: Trainees as required

Hours

Class: 1 hour daily. Total: Minimum 15 hours—Variable

Description and Teaching Suggestions

This unit is the same as the Oral Communications unit found in the U.S. Office of Education publication, *Stenographic, Secretarial, and Related Occupations /A Suggested Curricula Guide,* and is designed to assist those trainees who evidence speech difficulties or defects found by the teacher in the Communication and Basic Language Skills unit. Teachers should allocate time to work with each trainee in accordance with individual speech needs. The extent of after-hours trainee practice should vary as necessary. The trainee should show evidence of a gradual progression to levels of acceptable fluency as he continues in this remedial unit. Since progress in speech development may vary among trainees, some may be released from the unit earlier than others.

The topical outline forms a general guide only and may be adjusted by the speech teacher. Characteristic regional differences should be noted. Tape recordings of individuals' conversations and practice exercises should be used along with case study and with role-playing in business situations requiring effective oral communication. Oral reports and practice exercises should be used liberally. Help with organization of individual talks should also be given to further develop trainee potential. The importance of good oral communication in the business setting, with its requirements of clarity and coherence, should be highlighted constantly.

Standards of Achievement

Acceptable speech and conversation as judged by the teacher

Prerequisites for Study of Oral Communication

Need as determined by the teacher

Topic Outline

I. SPEECH PROBLEMS
- A. Individual analysis
- B. Correction program
  1. Clinic
  2. After-school assignments
  3. Practice exercises

II. ELEMENTS OF GOOD SPEECH
- A. Voice
  1. Volume
  2. Rate
  3. Pitch
  4. Tone
  5. Inflection
- B. Using the voice
  1. Pronunciation
     a. Diacritical marks
     b. Difficult words
     c. Regional problems
  2. Enunciation
  3. Breath control
  4. Diction
  5. Animation

C. Practice exercises in above

III. DEVELOPMENT OF FLUENCY

A. Importance of fluency
B. Importance of word choice
C. Using language
   1. Expanding vocabulary
   2. Eliminating slang
   3. Using correct grammar
   4. Developing units of thought
   5. Organizing oral presentations
D. Practice exercises in above

IV. PRACTICE BUSINESS CONVERSATIONS

Dual and multiple role-playing should be used to simulate office conversations.

A. The role of the listener
   1. Participating with speaker
   2. Questioning
   3. Interpreting
   4. Indicating interest
B. The role of the speaker
   1. Organizing talk
   2. Evidencing clarity and coherence
   3. Stating facts and details accurately
   4. Speaker attitudes toward listener

V. SPEAKING IN MEETINGS

A. Types of meetings
B. Understanding purpose or objective
C. Participating actively when appropriate
D. Recognizing others
E. Stating conclusions
F. Practice in speaking in group meetings

Texts and Other Teaching Materials

The selection of appropriate materials for this course will vary depending on trainee problems and the teacher's familiarity with speech correction. Several good tape recorders should be available for the classroom.

Baird, A. Craig and Knower, Franklin H., *Essentials of General Speech*, 2nd ed., New York: McGraw-Hill, 1960.

Himstreet, William C., Porter, Leonard J., and Maxwell, Gerald W., *Business English in Communications.*, Englewood Cliffs, N.J.: Prentice-Hall, 1964.

Literacy Skills (Remedial) (LS)

Remedial Unit for: Trainees requiring competence in basic written English and arithmetic

Hours

Class or Laboratory: 2 hours daily. Total: 80 hours

Description and Teaching Suggestions

This course unit introduces trainees to a phonetic approach to words based on their existing listening-speaking vocabulary and to letter formation which, when coupled with phonetics, makes possible early success in writing (letter formation), spelling, and reading. In arithmetic, trainees should achieve reasonable facility in addition, subtraction, multiplication, and division of whole numbers and decimal fractions.

It must be remembered that trainees taking this course unit are not elementary school children nor are they mentally deficient. They may have good knowledge about the use of words and numbers; they may be able to do a great many arithmetic computations mentally. Their speaking and listening vocabularies may be the equivalent of literates of the same age. The task is to teach them to recognize and form the visual representations of those words and numbers they use every day. The keynote is: LEARN TO USE BETTER THAT WHICH YOU ALREADY KNOW.

The teacher should spend minimum time in demonstrating what is to be done and maximum time in giving assistance to individual trainees. The teacher should never, under any circumstance, "take work away" from a trainee nor try to guide his hand in forming the letters. The teacher should gauge drill periods by the progress of trainees, not by the clock and, as necessary, should undertake frequent reviews and changes of pace.

This unit is intended to be taught with a minimum of textual material. Trainees should be encouraged to attempt reading anything available, such as advertising, directions on packages, etc. Toward the end of the unit, each trainee should have an inexpensive (1,000 word) dictionary for his own use.

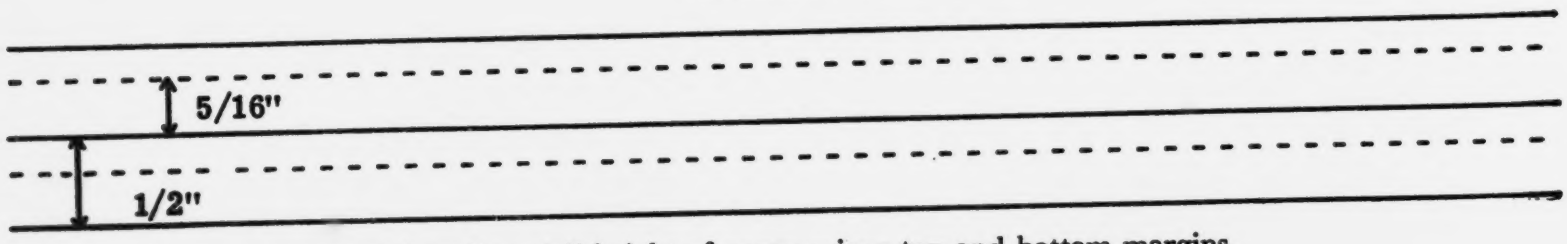
The teacher should bear in mind that the facility with which each trainee reads and writes will depend on many factors, e.g., nature of each trainee, his diligence, amount of practice, his oral-aural vocabulary, etc. The major objective of the unit is not ease of reading and writing; it is readiness to enter training for job skills.

The teacher should introduce the unit by using

devices at hand—street signs, advertisements, etc.—to prove to trainees how much they already know about words. Emphasis should be given to the nature and scope of instruction, i.e., trainees will learn to read and write all the words they already know and use.

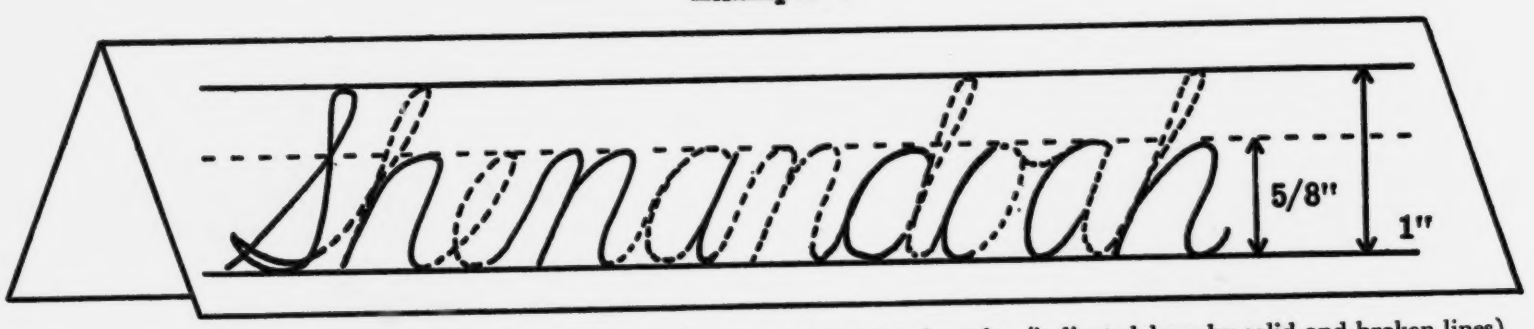
At the first class session, the teacher should provide each trainee with lined paper as shown in Example 1, a soft pencil or other writing instrument which produces a bold line, and a two-inch-high cardboard nameplate, similar to Example 2, on which his name has been written.

Example 1



Continue lines full height of paper minus top and bottom margins.

Example 2



NOTE.—As the stroke changes in each letter, the teacher should alternate the color (indicated here by solid and broken lines). The best results will be obtained through use of two felt pens of contrasting colors such as red and green.

The theory and techniques outlined in this course unit proved to be remarkably successful in programs first conducted for the Civilian Conservation Corps and the Army Air Force Engineer Battalions. Yet, in these and similar programs, trainees' progress has ultimately depended on the initiative and ingenuity exercised by the teacher.

Standards of Achievement

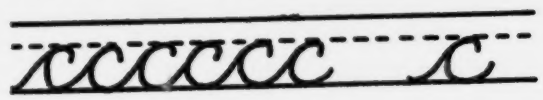
1. Read material at 4th grade level
2. Find own name in typed list
3. Sign own name clearly and easily
4. Form all letters of the alphabet
5. Write simple sentences
6. Spell phonetically any word in his lexicon
7. Manipulate whole numbers arithmetically
8. Make change in dollars and cents
9. Use a ruler to measure to the ½ inch
10. Tell time to the minute
11. Read a calendar
12. Demonstrate desire to improve abilities to read and write

Prerequisites for Study of Literacy Skills

None.

Topic Outline

I. THE LETTER "c"
- A. The "sea" stroke
  1. Together strokes look like waves—hence "sea" stroke
  2. Stroke is half space high (¼")
  3. Made with full arm movement—not drawn



- B. Letter "c"
  1. Formed by one stroke
  2. Name is "see"
  3. Pronunciation as in "ace" and "can"
  4. Location of all "c" strokes on each nameplate—letters "o," "a," and "d" in Shenandoah of Example 2
  5. Practice in making stroke

NOTE.—For each succeeding topic, use the procedure described for topic I, except that for warmup each trainee should write a line of each stroke and the letters already learned.

II. THE LETTERS "i," "u," AND "a"
- A. The "choppy-wave" stroke

B. Letter "i"
   1. One stroke with a dot
   2. Pronunciation as in "item" and "bit"

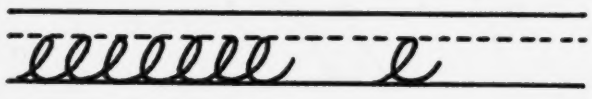
NOTE.—It is suggested that the teacher avoid teaching the "e" sound at this point because experience has shown it to be confusing to trainees.

   3. Location of stroke in name—in "a" of Example 2

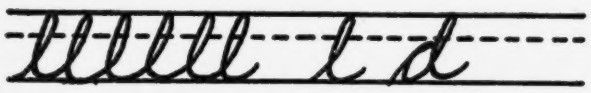
C. Letter "u"
   1. Two strokes "u" form letter "u"
   2. Pronunciation as in "ruin" and "run"

D. Letter "a"
   1. One stroke combined with "c" becomes letter "a"
   2. Pronunciation as in "race," "at," and "all"

NOTE.—Trainees should practice the stroke and letters "i," "u," and "a" and find these letters in other forms such as printed in signs and newspapers.



III. THE LETTER "e"
   A. The "spring wire" stroke
   B. Letter "e"—name, pronunciation, etc.

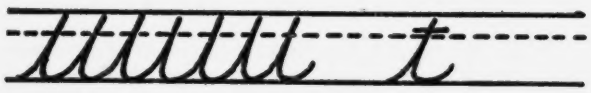


IV. THE LETTERS "l" AND "d"
   A. The "l" stroke—first full-height stroke encountered, made boldly with good hand movement

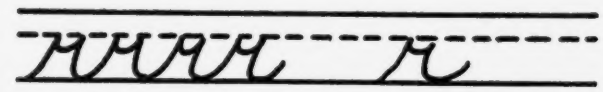
NOTE.—The teacher should not be overly concerned with straight vertical down-strokes; emphasis should be on freedom of movement.

   B. Letter "l"—name, pronunciation, etc.
   C. Letter "d"
      1. Stroke combined with "c", forms "d"
      2. Name, pronunciation, etc.

NOTE.—With "i," "e," "a," "u," "c," "l," and "d" in their repertoire, trainees should begin to spell (recognize) words made up of these letters only—"lace," "eel," "ale," etc.



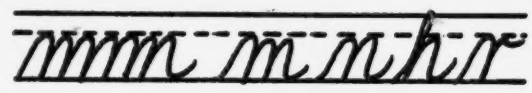
V. THE LETTER "t"
   A. The stroke is like a closed "l"
   B. Name, pronunciation, and new words which may be formed using it



VI. THE LETTERS "r," "b," "o," "v," AND "w"
   A. The "swing-away" stroke
   B. Letter "r"—"stroke" does not form a letter, but the combinations as written form "r's"
   C. Letter "b"—stroke combined with "l" forms "b"
   D. Letter "o"—stroke combined with *c* forms *o*
   E. Letters "v" and "w"—stroke combined with *u* stroke forms *v* and *w*

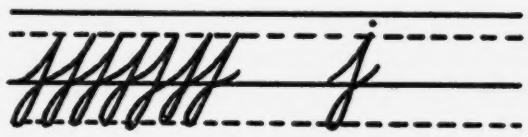
NOTE.—The teacher should provide generous drill time for trainees to practice hand movement (stroke), letter formation, letter recognition, pronunciation, spelling, and word formation. Trainees now have six strokes and thirteen letters to use. The teacher might find that up to six hours will be required to cover this topic and to complete the necessary review.

VII. THE LETTERS "m," "n," "h," AND ANOTHER FORM OF "r"
   A. The "hill" stroke



   B. Letter "m"—three "hills"
   C. Letter "n"—two "hills"
   D. Letter "h"—one "hill" and an "l"
   E. Letter "r"—one hill and a "singaway" (alternate form of VI. B.)

VIII. THE LETTERS "j," "g," AND "y"
   A. The "down-stroke"



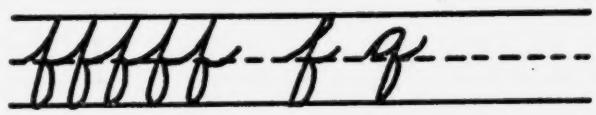
   B. Letter "j"
      1. One stroke with a dot
      2. Name, pronunciation, and new words which can be formed using it

NOTE.—The imaginative teacher will be encouraging trainees to form simple sentences using the letters learned to this point and otherwise making each lesson one of discovery and application.

   C. Letter "g"
      1. Combining the *c* stroke and the *j* stroke forms *g*
      2. Name, pronunciation, etc.
   D. Letter "y"
      1. Combining the *i* stroke and the *j* stroke forms *y*
      2. Name, pronunciation, etc.
   E. Letters "p" and "z"—built on the same basic stroke and may be taught here

IX. LETTERS "q" AND "f"

A. The "backward-down" stroke

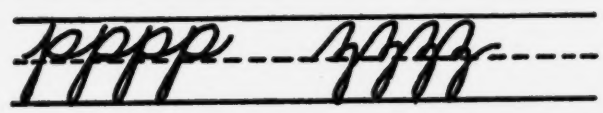


NOTE.—This is probably the least rhythmic of all the strokes and there will be a strong tendency for trainees to "draw" it. If this happens, the teacher should switch to a hand movement exercise such as the "c" stroke.

B. Letter "f"—formed by one stroke

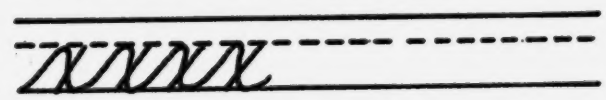
C. Letter "q"—combining the *c* stroke and the *f* stroke forms *q*

X. THE LETTERS "p," "z," "x," "k," AND "s"

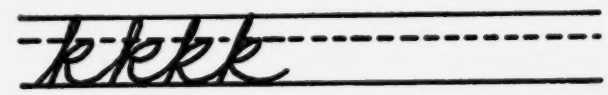


NOTE.—These are the "irregulars," but should not present difficulties to trainees who have mastered previously covered material. The names, pronunciations, etc. should be taught as in preceding topics.

A. Letters "p" and "z"—built on the "down-stroke" (the only new parts are the tops)



B. Letter "x"—modified "hill stroke"



C. Letter "k"—built on the "l stroke"

D. Letter "s"—completely irregular and should be taught as a separate stroke

NOTE.—The teacher may wish to teach some letter forms to be used as capitals. However, most of the letter forms suggested, if enlarged, serve the purpose quite well. It must be remembered at all times that this course unit is intended to permit elementary verbal communications—not to produce "penmen." Both oral and written English permit great latitude. The teacher should strive for understanding rather than perfect letter formation.

XI. NUMBERS

NOTE.—It cannot be reemphasized too strongly that trainees will not be elementary school children. While the text suggested for this and subsequent topics gives the most adult appearance of those generally available and presents arithmetic in a rational (rather than rote) manner, the teacher must remain keenly aware of the difference between the trainees and those for whom the book was basically designed.

A. Counting and comparing
B. Writing numerals
C. Ordinal numbers
D. Cyclic nature of numbers

XII. ADDITION AND SUBTRACTION

A. Concepts
B. Adding numbers totaling more than 10
C. Subtracting numbers with more than one digit
D. Place-value concept
E. Time
F. Using calendar

XIII. THE DECIMAL POINT

A. Order of addition
B. Checking addition and subtraction
C. Dollars and cents—whole numbers and decimal fractions

XIV. PATTERNS IN ADDITION AND SUBTRACTION

A. Improving skills
   1. In addition
   2. In subtraction
B. Number series
C. Place of values
D. Roman numerals

XV. REGROUPING NUMBERS

A. Further understanding of numbers
B. Fractional numbers and fractions

XVI. MULTIPLICATION AND DIVISION

A. Concepts
B. Place values
C. Rounding and estimating
D. Distribution principle applied in multiplication
E. Long division
F. Fractions
G. Graphs
H. Introduction to geometry

XVII. APPLICATION

A. Problem solving using skills previously acquired
B. Map scale
C. Using measures
D. Liquid measures
E. Thermometer
F. Scale reading

Texts and Other Teaching Materials

For the literacy skills portion of this course no known text or reference exists which contains all the prescribed combinations. For the arithmetic portion, the following text is suggested:

Morton, Robert Lee. *Modern Arithmetic Through Discovery*, vol. 3. Morristown, N.J.: Silver Burdett, 1963. Textbook and teacher's edition.

Communication and Basic Language Skills (BLS)

Basic Skill or Elective Functional Requirement for: Certain trainees in Information Communication Occupations. See "Job Description, Occupational Prerequisites, and Suggested Training" and "Curriculum Synopses" sections.

Hours

Class: 1 hour daily. Total: 60 hours

Description and Teaching Suggestions

This foundation unit in communication skill is similar to the one appearing in the U.S. Office of Education publication, *Stenographic, Secretarial, and Related Occupations/A Suggested Curricula Guide.* It has been designed with several purposes in mind. First, it stresses the importance of communication in both the business and everyday world. Second, it provides for remedial training in the language skill area by "slotting" trainees according to their proficiency with the English language as they start the unit. Third, it is presented so that the proper use of language skills is developed within the framework of the unit, rather than being developed in isolation. Using the building block principle, the trainee is prepared for the topic which emphasizes language structure and grammar principle.

Under topic IV, Basic Language Skill—Grammar Review, the study of words continues, but primary emphasis is given to uses and classifications of words as they function in sentences. The concept of grammar begins with the analysis of a simple basic sentence, to which modifiers, including words, phrases, and clauses, may be added.

It is suggested that teachers adapt the required emphases, remedial work to be done, text materials and references, programed texts and workbooks, and audio-visual materials to meet the varying educational backgrounds and vocational objectives of the individual trainee. Individual remedial training may be accomplished partially without seriously interfering with the group's progress. Short writing assignments should be given when the language skill topics are being presented. Thus, basic language skill and structure can be integrated to produce a capability for accurate and clear expression.

The first week should be used to develop a philosophy of communication, using language as a tool for thinking, learning, and conveying thoughts and feelings. During this first week, a film on communication may be shown. The teacher can use the film to demonstrate the pitfalls and cautions in communication and, in a sense, show that the whole of human activity involves communication.

Introduction to the spoken language should be planned for the second week, with emphasis on the importance of personal communication. Stress should be placed on informal speech—how people speak rather than what they say. The topic outline presents the areas of spoken communication that should be presented. Trainees should be encouraged to participate actively in discussions. Some procedure should be planned to insure that every trainee has an opportunity to speak to the group for one or two minutes. Films and tape recorders can be used effectively for voice training. Trainees who evidence speech difficulties should be enrolled in Oral Communication for remedial work.

Under topic III, the trainee should be taught to develop an awareness of words and how to express thoughts. Trainees should be urged to develop a continuing habit of vocabulary enrichment by looking for new words in their daily reading and listening. The dictionary should be used consistently and efficiently. A thesaurus and other reference books should also be consulted.

Presentation of spelling and interpretation of words should always be in context. Major emphasis should be placed on the ability to find correct information quickly when it is needed. Words recently learned by trainees should be used as soon as possible in writing assignments.

Sentence analysis develops the ability to recognize complete sentences, thus avoiding sentence fragments; to identify different kinds of sentences (simple, compound, and complex); and to select subjects, predicates, and modifiers.

Weekly writing assignments may be lengthened from one or a few paragraphs to letters requiring considerable organization. Revising poorly written or poorly organized letters is useful, provided that it focuses on the particular grammatical problem being studied. Rough drafts for revision or rewrite should be distributed to trainees several days before the revisions are due.

In most classes, providing for varied backgrounds will present real problems. Creative thinking assignments may be given to the few exceptional trainees who may require little or no grammar review. Programmed texts should supplement rather than replace a textbook in the review process. In this unit, constant emphasis should be placed on the applicability of learning to the trainees' career objectives.

Standards of Achievement

1. Exhibit correct spelling and usage of words as required on objective tests
2. Write satisfactory letters of one or two pages
3. Demonstrate the ability to use fundamentals of grammar as required on objective tests for average high school graduates

Prerequisites for Study of Communication and Basic Language Skills

Trainee selection standards

Topic Outline

I. INTRODUCTION TO COMMUNICATION
- A. Definition of communication
- B. Communication—the tool for understanding
- C. Communication in business
  1. Why it is essential
  2. Criteria for effectiveness
  3. Forms of communication used in business
- D. The importance of language skills in communication
- E. The importance of good listening

II. EFFECTIVE SPOKEN COMMUNICATION
- A. Function and importance of spoken communication in business
- B. Elements involved in clarity of spoken language
  1. Choice of words
  2. Tone of voice
  3. Pronunciation problems
- C. Responsibility for listening and interpreting
  1. Posture of attention
  2. Checking understanding of the sender
  3. Facial expressions—a key to feeling and emotion
     a. Sender
     b. Receiver
- D. Special problems in telephone communication
- E. Spoken communication in group discussions

III. BASIC LANGUAGE SKILL—WORD USAGE
- A. The sentence (group of words to convey thought and feeling)
- B. Spelling words
  1. Needed for accuracy in business
  2. Words often confused
- C. The dictionary
  1. Spelling
  2. Meaning and usages
  3. Syllabication
- D. Developing variety in writing and speech
  1. Through reading
  2. Through practicing new words in speech and writing
  3. Continuing enrichment of vocabulary
- E. Precision in choosing words
  1. Dictionary
  2. Thesaurus
- F. Practice exercises in writing and speaking

IV. BASIC LANGUAGE SKILL—GRAMMAR REVIEW
- A. Sentence analysis and construction
- B. Verbs—regular and irregular
- C. Nouns—plurals and possessives
- D. Pronouns—cases and agreement
- E. Subjects and predicates—agreement
- F. Choice and use of adjectives
- G. Placement and function of adverbs
- H. Selection and use of prepositions
- I. Conjunctions—kinds and function
- J. Developing simple sentences into complex, compound, and complex-compound sentences
- K. Practice writing exercises should include analysis of all preceding topics

Texts and Other Teaching Materials

From the following suggested texts and materials (or other equivalent commercially available material), select trainee and teacher materials for use in this unit. Additional materials are listed in appendix D.

American College Dictionary, The. New York: Random House. Current edition.

Anderson, Ruth, Straub, Lura Lynn, and Gibson, E. Dana. *Word Finder*, 2nd ed. Englewood Cliffs, N.J.: Prentice-Hall, 1964.

Aurner, Robert R. and Burtness, Paul S. *Effective English for Business*, 5th ed. Cincinnati: South-Western, 1962. Workbook, Achievement Tests, and Manual.

Blumenthal, Joseph C. (A series of programed texts at three levels). *English 2200, A Programed Course in Grammar and Usage; English 2600, A Programed Course in Grammar and Usage; English 3200, A Programed Course in Grammar and Usage.* New York: Harcourt, Brace, & World, 1963.

Brown, Leland. *Communicating Facts and Ideas in Business.* Englewood Cliffs, N.J.: Prentice-Hall, 1961.

Crank, Doris, Crank, Floyd, and Connelly, Mary. *Words: Spelling, Pronunciation, Definition, and Application*, 5th ed. New York: McGraw-Hill, 1962.

Funk & Wagnall's Standard College Dictionary. New York: Harcourt, Brace, & World. Current edition.
Henderson, Greta. *Business English Essentials*, 3rd ed. New York: McGraw-Hill, 1965.
Himstreet, William C., Porter, Leonard J., and Maxwell, Gerald W. *Business English in Communications.* Englewood Cliffs, N.J.: Prentice-Hall, 1964.
Johnson, H. Webster. *How to Use the Business Library*, 3rd ed. Cincinnati: South-Western, 1964.
Kierzek, John M. and Gibson, Walker. *Macmillan Handbook of English*, 4th ed. New York: The Macmillan Co., 1960.
Leslie, Louis A. *20,000 Words—Spelled, Divided, and Accented*, 5th ed. New York: McGraw-Hill, 1965.
Malsbary, Dean R. *Spelling and Word Power*, 2nd ed. Englewood Cliffs, N.J.: Prentice-Hall, 1964.
Monro, Kate M. and Wittenburg, Mary Alice. *Modern Business English*, 4th ed. New York: McGraw-Hill, 1967. Tests and manuals.
Norman, Lewis (ed.). *The New Roget's Thesaurus of the English Language in Dictionary Form.* Garden City, N.Y.: Garden City Books, 1961.
Parkhurst, Charles C. *Business Communications for Better Human Relations.* Englewood Cliffs, N.J.: Prentice-Hall, 1961.
Roget, Peter M., John L., and Samuel R. *Roget's Thesaurus of Words and Phrases.* New York: Grosset and Dunlap. Current edition.
Schutte, William M. and Steinberg, Erwin R. *Communication in Business and Industry.* New York: Holt, Rinehart, and Winston, 1960.
Shachter, Norman. *English the Easy Way*, 2nd ed. Cincinnati: South-Western, 1960. Achievement Test and Manual.
Shaw, Harry. *Spell It Right.* New York: Barnes and Noble, 1961.
Shurter, Robert L. and Williamson, J. Peter. *Written Communication in Business*, 2nd ed. New York: McGraw-Hill, 1964.
Stewart, Marie M., Lanham, Frank W., and Zimmer, Kenneth. *Business English and Communication*, 3rd ed. New York: McGraw-Hill, 1967. Workbook, Tests, and Manual.
Walters, R. G. and Lamb, Marion M. *Word Studies*, 5th ed. Cincinnati: South-Western, 1963. Workbook and Manual.
Watking, Floyd C. and Martin, Edwin T. *Practical English Handbook.* Boston: Houghton-Mifflin Co., 1961.
Webster's New World Dictionary—College Edition. New York: The World Publishing Co. Current edition.
Webster's Seventh New Collegiate Dictionary. Springfield, Mass.: G. and C. Merriam Co. Current edition.

Basic Clerical Skills (BCS)

Basic Skill or Elective Unit for: Trainees as Specified in the "Curriculum Synopses" Section for Level I—Categories A and B Jobs

Basic Skill for: Level II and level II Trainees.

Hours

Class and/or Laboratory: 2 hours daily. Total: 40 hours

Description and Teaching Suggestions

This unit has been designed to provide a refresher course in clerical skills and to initiate some trainees into clerical activities. Beginning with an overview of the importance of paper flow and records, the unit first moves into the practice of fundamental arithmetic skills and then into the areas of recording, posting, compiling, comparing, verifying, filing, and finding information. Handwriting improvement is stressed, as is completeness and accuracy of clerical notations. Consideration is given to mail practices, processing of papers, proofreading, and receptionist practices. In addition, proper organization of the work station and good work habits are emphasized. Operation of calculators and office duplicators, proficiency in language skill and business correspondence, and typing are covered in other units. Practice exercises should be given throughout this unit. Teachers should evaluate proficiencies by using objective tests wherever possible.

Standards of Achievement

1. Demonstrate proficiency in arithmetic skills—addition, subtraction, multiplication, and division (95% or better on tests)
2. Demonstrate competency in posting, recording, comparing, verifying, and compiling skills (evaluation by objective tests of accuracy and speed)
3. Proofread and annotate copy with simple proofreading marks
4. Demonstrate ability to file material alphabetically and numerically
5. Know incoming and outgoing mail practices

Prerequisites for Study of Basic Clerical Skills

Trainee selection standards

Topic Outline

I. IMPORTANCE OF WORK FLOW OF RECORDS
   A. Need for up-to-the-minute information by supervisors
   B. Processing of paper work essential to other employees
   C. Coordination of work with other departments
      1. Production department
      2. Sales department

3. Accounting department—payroll
4. Others—shipping, receiving, stock control

D. Origination of paper work (records)
1. Within group
2. From other groups
a. Supervisors
b. Employees

II. CHARACTERISTICS OF RECORDS

A. Accuracy
B. Completeness
C. Legibility and neatness
D. Understandability
E. Required approvals by responsible officials

III. BUSINESS MATHEMATICS SKILLS

A. Adding and subtracting
1. In columns
2. Across columns
3. Whole numbers, decimals, and fractions

B. Multiplying and dividing skills
C. Number relationships
1. Ratios
2. Percentages
3. Averages (arithmetic mean, mode, median)
4. Reciprocals

D. Graphic displays of percentages
1. Bar graphs
2. Line graphs
3. Pie charts

NOTE.—In topic III emphasis should be on the practice of basic skills.

IV. POSTING

A. Correct location of entry
B. Accuracy of entry
C. Duplicate posting
D. Posting practice
1. From forms to records
2. From records to forms

V. VERIFYING, CHECKING, AND PROOFREADING

A. Spotting errors
B. Using straight edge
C. Checking original documents
D. Checking with other persons for accuracy of information
E. Verifying practice
F. Proofreading marks
G. Proofreading practice
1. Alone
2. With another person

VI. COMPILING AND COMPARING

A. Compiling figures
1. Vertical column
2. Horizontal column
3. Accuracy of transcription of figures
4. Smallest to largest numbers and vice versa

B. Compiling names
1. Accuracy of spellings
2. Alphabetic order by surname
3. Geographic locations
4. Subject matter areas

C. Practice in A and B

D. Comparing
1. Names
a. Spellings
b. Alphabetic order
c. Unusual spellings
d. Verifying correctness of name
e. Frequent errors
(1) Middle initial(s)
(2) Apostrophe in name
(3) Lower case letters in name—Mc versus Mac
(4) Hyphenated names
(5) Unusual names
(6) Distinguishing between male and female names
(7) Abbreviations
2. Numbers and signs
a. Span of retention—6, 7, 8 figures
b. In vertical columns
c. In horizontal columns
d. Frequent errors
(1) Inch sign versus foot sign
(2) Degrees versus zeros
(3) Multiplication dot for decimal point
(4) Transpositions of numbers
(5) Commas and decimal points
(6) Placement of #
(7) A.M. and P.M.
(8) Others

E. Practice in D

VII. HANDWRITING IMPROVEMENT EXERCISES

NOTE.—Remedial exercises should be provided for those trainees whose handwriting is not clearly legible.

VIII. FILING AND FINDING

A. Types of filing systems
1. Numeric and subject numeric
2. Alphabetic
3. Geographic
4. Related subject areas
5. Chronological and others

B. Marking papers for filing
C. Marking papers for cross reference
D. Indexing order

E. Retrieving from files
F. Practice in A through E

NOTE.—Filing practice sets can be used advantageously for this topic.

G. Finding information in directories
   1. Atlases
   2. City directories
   3. Telephone directories
   4. Postal directories
   5. Using library reference materials

IX. MAILING PRACTICES
   A. Incoming mail procedures
      1. Opening mail
      2. Time stamping
      3. Attaching pertinent papers and envelopes
      4. Routing
         a. Specification by name
         b. Addressed at large
   B. Outgoing mail procedures
      1. Preparing according to policy
      2. Affixing stamps
      3. Special marking
         a. Special delivery
         b. Special handling
         c. Registered
         d. Return receipt requested
         e. Other
      4. Regular mail

NOTE.—It is not intended that a full coverage of mail processing and handling be given in this topic. The orientation should be toward helping trainees develop an awareness of their involvement in the mailing of letters.

X. RECEPTION PRACTICES
   A. Elements of courtesy
   B. Image of company or department
   C. Receiving visitors to department
      1. Job applicants
      2. Employees of other departments or groups
      3. Supervisors and managers
      4. Visitors
   D. When wait of visitor is indicated
      1. Notification of length of time
      2. Making visitor comfortable
   E. Notifying responsible person of arrival of visitor
   F. Routing or escorting visitor

XI. TELEPHONE USAGE
   A. Determining when to use
   B. Telephone systems
      1. DID
      2. DOD
      3. Intercommunication system
      4. Operator service
   C. Telephone courtesy
      1. Greeting
      2. Length of call
      3. Avoidance of bad telephone manners
         a. Gum chewing
         b. Tapping telephone
         c. Talking away from mouthpiece
         d. Volume of voice
         e. Choice of language
      4. Taking leave of party
      5. Telephone waits and call-backs
   D. Organization of information before phone call is made
   E. Telephone call practice exercises using tele-trainer equipment

XII. WORK STATION ORGANIZATION AND WORK HABITS
   A. Orderly arrangement of desk supplies
      1. Desk organizers
      2. Special compartments
      3. Locations of telephone and typewriter
   B. Incoming materials tray
   C. Outgoing materials tray
      1. Letters
      2. Interoffice correspondence
      3. Records, applications, etc.
   D. Attributes of work station
      1. Neatness
      2. Cleanliness
      3. Efficiency of arrangement of paperwork
   E. Chair height and posture control chair
   F. Development of good work habits

Texts and Other Teaching Materials

From the following suggested texts and materials (or other equivalent commercially available material), select trainee and teacher materials for use in this unit. Additional materials are listed in appendix D.

Agnew, Peter L. and Meehan, James R. *Clerical Office Practice*, 3rd ed. Cincinnati: South-Western, 1961. Workbook, Achievement Tests, and Manual.

Archer, Fred C., Brecker, Raymond F., and Frakes, John C. *General Office Practice*, 2nd ed. New York: McGraw-Hill, 1963.

Barron, Allan E. and Taylor, J. *Clerical Office Training*. Englewood Cliffs, N.J.: Prentice-Hall, 1963.

Bassett, Ernest D. and others. *Business Filing and Records Control*, 3rd ed. Cincinnati: South-Western, 1963. Practice Set and Manual.

Cutler, Ann and McShane, Rudolph (Translators). *The Trachtenberg Speed System of Basic Mathematics*. Garden City, N.Y.: Doubleday and Co., 1961.

Fahrner, William F. and Gibbs, William F. *Basic Rules of Alphabetic Filing. Programmed Instruction.* Cincinnati: South-Western, 1965. Manual.

Guthrie, Mearl R. *Alphabetical Indexing*, 3rd ed. Cincinnati: South-Western, 1964.
Hindle, John and Feldman, Harold. *Mathematics in Business*. Boston: Allyn Bacon, 1963.
Huffman, Harry, Twiss, Ruth, and Whale, Leslie J. *Mathematics for Business Occupations*, 3rd ed. New York: McGraw-Hill, 1968. Workbook, Tests, and Teacher's Manual.
Kahn, Gilbert and others. *Progressive Filing*, 8th ed. New York: McGraw-Hill, 1968.
———. *Gregg Quick Filing Practice*. New York: McGraw-Hill, 1965.
Kirk, John G., Crawford, Maurice L., and Quay, Mark H. *General Clerical Procedures*, Englewood Cliffs, N.J.: Prentice-Hall, 1959.
Larsen, Lenna A. and Koebele, Appollonia M. *Reference Manual for Office Employees*, 4th ed. Cincinnati: South-Western, 1959.
Rosenberg, R. Robert. *Essentials of Business Math, 30 Hour Course in Business Mathematics*, New York: McGraw-Hill, 1968. Teacher's Key.
Selden, William H. and others. *Filing and Finding*. Englewood Cliffs, N.J.: Prentice-Hall, 1962.
Wood, M. W. and McKenna, M. *The Receptionist*. New York: McGraw-Hill, 1966.

Practice Sets

Bassett, E. D. and Agnew, P. L. *Filing Practice Set*. Cincinnati: South-Western, 1963.
Filing Practice Set. Baltimore: The H. M. Rowe Co.
Frisch, Vemen and Sivinski, Joan. *Applied Office Typing*, 2nd ed, New York: McGraw-Hill, 1966.
Fritz, N. *Introduction to Business Practice*. New York: McGraw-Hill, 1966.
———. *Recordkeeping Practice Set*. New York: McGraw-Hill, 1966.
Indexing and Filing Workbook. Baltimore: The H. M. Rowe Co.
Job Sheets and Tests for Filing and Finding. Englewood Cliffs, N.J.: Prentice-Hall. Current edition.
Kahn, G., Yerian, T., and Stewart, J. *Practice Materials for Progressive Filing (Basic Set and Advanced Set)*, 7th ed. New York: McGraw-Hill, 1961.
Principles of Indexing and Filing, 4th ed. Baltimore: The H. M. Rowe Co.

Business Mathematics (BM)

Basic Skill for: Policyholders' Information Clerk, Contract Clerk Supervisor, Survey Worker Supervisor

Hours

Class: 1 hour daily. Total: 30 hours

Description and Teaching Suggestions

This unit is similar to the unit, "Business Mathematics," appearing in the U.S. Office of Education publication. *Stenographic, Secretarial, and Related Occupations/A Suggested Curricula Guide.* The four fundamental mathematical operations—addition, subtraction, multiplication, and division—are reviewed, and their application to business computations are emphasized. The trainee should be given exercises in applying the skills to problems in percentage, interest, discounts, payroll, depreciation, expense accounts, etc. Another objective of the unit is to develop the trainee's ability to apply short-cut methods and to work with speed and accuracy, either with or without calculating and adding machines. The teacher should relate the specific computational skill, as reviewed, to job applications to insure the optimum results for all trainees. Practice sets of different types should be employed when available. Pencil and paper objective tests should be used to assess the trainee's facility with numbers.

Standards of Achievement

Perform arithmetic calculations involving percentages, averages, measurements, and simple money transactions requiring proficiency in addition, subtraction, multiplication, division, and conversion of fractions and decimals (95 percent accuracy on tests).

Prerequisites for Study of Business Mathematics

Trainee selection standards

Topic Outline

I. ADDITION
- A. Improving skills
  1. Adding whole numbers
  2. Increasing speed
  3. Checking accuracy
- B. Types of addition
  1. Horizontal
  2. Vertical
  3. Combination
- C. Addition of decimals
- D. Application to expense accounts, columnar tallies, etc.

II. SUBTRACTION
- A. Improving skills
  1. Subtracting whole numbers
  2. Increasing speed
  3. Checking accuracy
- B. Horizontal subtraction
- C. Subtraction of decimals

III. MULTIPLICATION
- A. Improving skills
  1. Multiplying whole numbers
  2. Increasing speed
  3. Checking multiplication accuracy
- B. Multiplying decimal numbers
- C. Shortcuts in multiplication
- D. Horizontal multiplication
- E. Price extensions

IV. DIVISION
- A. Improving skills
  1. Division of whole numbers
  2. Increasing speed
  3. Checking division accuracy
- B. Dividing decimal numbers
- C. Shortcuts in division
- D. Computing averages

V. FRACTIONS
- A. Improving skills in using fractions
  1. Changing fractions to equivalent fractions and decimals
  2. Addition
  3. Subtraction
  4. Multiplication
  5. Division
- B. Aliquot parts

VI. PERCENTAGE
- A. Improving skills in using percentages
  1. Percentage value in equivalent forms
  2. Decimal numbers and fractions as percentage values
  3. The percentage formula
- B. Computing depreciation charges

VII. INTEREST
- A. Interest formulas
- B. Simple interest
- C. Compound interest
- D. Discounting
- E. Installment interest
- F. 60-day method

VIII. DISCOUNTS
- A. Trade discounts
- B. Cash discounts
- C. Markup
- D. Markdown
- E. Allowances

IX. BUSINESS MATHEMATICS APPLICATIONS
- A. Job situation applications
  1. Mailing charges
  2. Service charges
  3. Price determination
  4. Taxes
  5. Inventory
  6. Purchase and sales invoices
  7. Payroll
  8. Petty cash
  9. Billings and statements
  10. Use of rate structures
- B. Techniques of application
  1. Making change and calculating charges
  2. Shortcuts
  3. Machine application (as available)
     a. Ten-key adding
     b. Full-bank adding
     c. Calculators

Texts and Other Teaching Materials

From the following suggested texts and materials (or other equivalent commercially available material), select trainee and teacher materials for use in this unit. Additional materials are listed in appendix D.

Briggs, Milton. *Mathematics Skill Builder*, 2nd ed. Cincinnati: South-Western, 1960. Manual.

———. *Programmed Supplement for Mathematics Skill Builder*, 2nd ed. Cincinnati: South-Western, 1965. Manual.

Cutler, Ann and McShane, Rudolph. *The Trachtenberg Speed System of Basic Mathematics*. New York: Doubleday and Co., 1961.

Federal Tax Office—Special Kits: Enlarged Form 1040, Handbook, blank forms, etc., for Federal income taxes.

Huffman, Harry. *Programmed Business Mathematics*, 2nd ed. Books I, II, and III. New York: McGraw-Hill, 1962.

Huffman, Harry, Twiss, Ruth, and Whale, Leslie J. *Mathematics for Business Occupations*, 3rd ed. New York: McGraw-Hill, 1968. Workbook, Tests, and Teacher's Manual.

Keelong, John K. *Tested Problems for Calculators and Listing Machines*. Englewood Cliffs, N.J.: Prentice-Hall, 1959.

McCullough, Robert J. and Everard, Kenneth. *Bank Reconciliation Projects*. New York: Pitman Publishing Corp., 1959.

McNelly, A. E. and others. *Business and Consumer Arithmetic*, 5th ed. Englewood Cliffs, N.J.: Prentice-Hall, 1964. Workbook and Tests.

Pendery, John A. *Clerical Payroll Procedures*, 4th ed. Cincinnati: South-Western, 1965. Manual.

Pendery, John A. and Kelling, B. Lewis. *Payroll Records and Accounting*. Cincinnati: South-Western, 1966. Achievement Tests and Manual.

Piper, Edwin B. and Gruber, Joseph. *Applied Business Mathematics*, 8th ed. complete. Cincinnati: South-Western, 1965. Workbook, Achievement Tests, Key, and Manual.

———. *Applied Business Mathematics*, 8th ed. abridged. Cincinnati: South-Western, 1965. Workbook, Achievement Tests, and Key.

Rosenberg, R. Robert. *Business Mathematics—Exercises, Problems, and Tests*, 3rd ed. New York: McGraw-Hill, 1965. Teacher's Key.

———. *Essentials of Business Mathematics, 30 Hour Course in Business Mathematics*. New York: McGraw-Hill, 1968. Teacher's Key.

Rosenberg, R. Robert and Lewis, Harry. *Business Mathematics*, 7th ed. modern math edition. New York: McGraw-Hill, 1968. Teacher's Editions and Workbooks.

Fundamentals of Typing (Typing I) (T-I)

Basic Skill for: Telegraph Messenger II, Trust Mail Clerk, Telefax Clerk, Hospital Admitting Clerk, Correspondence Clerk, Outpatient Admitting Clerk, Correspondence Review Clerk, Credit Clerk, Library Assistant, Compiler, Mailing List Compiler, Library Clerk—Talking Books, Morse Operator, Telegrapher, Telegrapher Agent, Appointment Clerk, Counter Clerk, Receptionist, Addressing Machine Operator, Mail Distribution Scheme Examiner

Elective Unit for: Automatic Equipment Supervisor, Sales Correspondent, and Admitting Officer I

Hours

Class: 2 hours daily. Total: 70 hours

Description and Teaching Suggestions

This unit also appears in the U.S. Office of Education publication, *Stenographic, Secretarial, and Related Occupations/A Suggested Curricula Guide*. It introduces the trainee to touch-typing techniques and to correct operation of the manipulative parts of the typewriter. It includes orientation in the basic patterns of centering and arranging reports and letters. Supervised skill development sessions are an integral part of the course. Teacher's manuals contain many helpful suggestions for skill improvement. In this introductory unit, concentration should be on mastery of the alphabetic keyboard by touch, and on speed and accuracy development, rather than on typing applications. A teacher may use other equivalent standards according to the requirements of the sponsoring institution.

Standards of Achievement

Straight copy (syllable index—1.4) 3 minutes; 30 wpm/eco 1, or 35 wpm/eco 2, or 40 wpm/eco 3, or 45 wpm/eco 4

"Eco" is defined as the error cutoff, which is that error in the trainee's copy beyond which the trainee does not compute wpm. In the above standards, "30 wpm/eco 1" means that the trainee checks his copy to the first error and figures wpm at that point; "35 wpm/eco 2"—trainee checks copy to the second error and figures wpm at that point; "40 wpm/eco 3"—trainee checks copy to third error and figures wpm at that point; "45 wpm/eco 4"—trainee checks copy to fourth error and figures wpm at that point. This definition is applicable to standards in other typing units of this guide.

Prerequisites for Study of Fundamentals of Typing

Trainee selection standards

Topic Outline

I. MACHINE FUNDAMENTALS
- A. Parts
  1. Identification (as required)
  2. Use (as required)
- B. Typist's maintenance procedures
  1. Regular cleaning
  2. Regular servicing by trained serviceman
  3. Erasing (as required)
  4. Handling of movable parts (as required)
- C. Manual and electric typewriters
  1. Similarities (as needed)
  2. Differences (as needed)
- D. Operation
  1. Desk, chair, and copy adjustments
  2. Inserting papers
  3. Proper position
     a. Hands
     b. Arms (elbows)
     c. Posture (feet, back, etc.)
  4. Stroking
     a. Manual typewriter
     b. Electric typewriter
  5. Proper mind-set
  6. Techniques for relaxing

II. UNDERSTANDING QUALITY AND PERFORMANCE STANDARDS
- A. Speed and accuracy
  1. Errors and error scores
  2. Information regarding erasures
- B. Neatness
  1. Format and layout
  2. Corrections
  3. Smudges and fingerspots
- C. Language arts
  1. Word usage
  2. Spelling

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3. Punctuation
4. Figures
5. Grammar

III. TYPING SKILL DEVELOPMENT
- A. Keyboard mastery
  1. Alphabet
  2. Numbers (acquaintance level)
  3. Special characters (introduction)
- B. Manipulation of machine parts (as required)
- C. Speed, accuracy, and erasing
- D. Areas of improvement
  1. Concurrent development of speed and accuracy
  2. End-product quality
- E. Individual differences
  1. Individualization via selectivity in drill materials and practice patterns
  2. Error pattern analysis and remedial work

IV. INTRODUCTION TO TYPING APPLICATIONS
- A. Centering (horizontal, vertical)
- B. Informal reports (main heading and body; no footnotes)
- C. Envelopes (one style only)
- D. Letters (one style only)
- E. Tables (one style only, beginner's level)
- F. Forms

Texts and Other Teaching Materials

From the following suggested texts and materials (or other equivalent commercially available material), select trainee and teacher materials for use in this unit. Some of the items listed are also applicable to more advanced typewriting units. Additional materials are listed in appendix D.

Althoz, Gertrude. *Modern Typewriting Practice*, 3rd ed. New York: Pitman Publishing Corp., 1962.

Blendon, E. and Nalepa, B. *Quick Survey Course in Forms Typing*. New York: McGraw-Hill, 1967.

Carter, Juanita E. *Teaching Tapes and Records for 20th Century Typewriting*, 8th ed. Cincinnati: South-Western, 1962.

Connelly, Mary and Porter, Leonard J. *Typing Speed Builders*. Englewood Cliffs, N.J.: Prentice-Hall, 1962.

Grubbs, Robert L. and White, James L. *Sustained Timed Writings*, 2nd ed. New York: McGraw-Hill, 1963.

House, Clifford R. and Skurow, Samuel. *Typewriting Style Manual*. Cincinnati: South-Western, 1963.

Lessenberry, D. D., Crawford, T. James, and Erickson, Lawrence W. *20th Century Typewriting, Elementary Course*, 8th ed. Cincinnati: South-Western, 1962. Workbook, Achievement Tests, Teaching Tapes and Record, Manual, and Placement Tests.

Lloyd, Alan C., Rowe, John L., and Winger, Fred E. *Typing Power Drills*, 2nd ed. New York: McGraw-Hill, 1965.

———. *Typing Skill Drives*. New York: McGraw-Hill, 1960.

———. *Gregg Typewriting for Colleges, Basic*, 2nd ed. New York: McGraw-Hill, 1964.

MacClain, Lenore Fenton and Dame, J. Frank. *Typewriting Techniques and Shortcuts*, 3rd ed. Cincinnati: South-Western, 1961.

Mount, Dick and Hansen, Kenneth J. *Progressive Typewriting Speed Practice*, 2nd ed. New York: McGraw-Hill, 1961.

Oliverio, Mary Ellen and Palmer, Harold O. *Graded Time Writings*. Englewood Cliffs, N.J.: Prentice-Hall, 1959.

Rowe, John L. and Etier, Faborn. *Typewriting Drills for Speed and Accuracy*, 3rd ed. New York: McGraw-Hill, 1966.

Rowe, John L, Lloyd., Alan C., and Winger, Fred E. *Gregg Typing—191 Series, Book One, General Typing and Gregg Typing—191 Series*, 2nd ed. New York: McGraw-Hill, 1967.

Siegfried, W. *Medical Forms Typing*. New York: McGraw-Hill, 1968.

Thompson, James M. *101 Typewriting Timed Writings*, 2nd ed. Cincinnati: South-Western, 1961.

Wanous, S. J. and Wanous, E. W. *Basic Typewriting Drills*, 3rd ed. Cincinnati: South-Western, 1958.

Winger, Fred E., Rowe, John L., and Lloyd, Alan C. *Gregg Typing I: A Gregg Text-Kit in Continuing Education*. New York: McGraw-Hill, 1965.

Correlated tapes and records, manuals, tests, and workbooks, not noted above, may also be available through publishers of the listed items.

Production Typing I (Typing II) (T–II)

Basic Skill for: Hospital Admitting Clerk, Outpatient Admitting Clerk, Correspondence Clerk

Elective Unit for: Sales Correspondent and Automatic Equipment Supervisor

Hours

Class: 2 hours daily. Total: 70 hours

Description and Teaching Suggestions

This unit also appears in the U.S. Office of Education publication, *Stenographic, Secretarial, and Related Occupations/A Suggested Curricula Guide.*

It continues supervised speed and accuracy development, integrated with the basic production of correspondence, reports, forms, and simple tabulations. Class time can be divided into one hour daily for production typing and one hour daily for techniques refinement, keyboard mastery, and speed and accuracy development. A teacher may use other standards, equivalent to those suggested, according to his institution's requirements.

Standards of Achievement

1. Straight copy (syllable index—1.4) 5 minutes;

35 wpm/eco 1, or 40 wpm/eco 2, or 45 wpm/eco 3, or 50 wpm/eco 4

2. Produce double-spaced report copy, with main heading, from plain copy of approximately 200 words. If production word-counted, time should be 6 minutes; otherwise, 9 minutes
3. Produce mailable business letter of approximately 150 words (no special lines, i.e., subject, attention, etc.), with envelope, from plain, unarranged copy. If production word-counted, time should be 7 minutes; otherwise, 10 minutes

Prerequisites for Study of Production Typing I (Typing II)

Fundamentals of typing
Demonstrated proficiencies equivalent to standards of achievement for the above unit are acceptable

Topic Outline

I. SKILL REFINEMENT AND DEVELOPMENT
  A. Concurrent development of greater speed with high accuracy
  B. Numbers and special characters, with special emphasis on numbers
  C. Areas for improvement
    1. Techniques, including frequent analytical check-ups of each student
    2. Somewhat greater speed with high accuracy
    3. Numbers (emphasis) and special characters
    4. Organization of work station (study of time and motions utilized in performing at the typewriter)
    5. End-product quality

II. TYPING APPLICATIONS
  A. Business arrangements
    1. Letters, envelopes
    2. Simple tabulations: 2 to 4 columns, main headings, no column headings
    3. Reports with 1 and 2 footnotes, 2 to 3 pages long
    4. Simple office records (forms)
  B. Proofreading
    1. Methods and techniques
    2. Proofreading
      a. Typing accuracy and layout
      b. Language arts: spelling, grammar, correct word usage, figures, etc.

Texts and Other Teaching Materials

Some of the texts and teaching materials listed under Fundamentals of Typing may be applicable to this unit. The teacher may also wish to consider the following suggested texts and materials. Additional materials are listed in appendix D.

Agnew, Peter L. *Typewriting Office Practice*, 3rd ed. Cincinnati: South-Western, 1960.

Anderson, Ruth L. and Porter, Leonard J. *130 Basic Typing Jobs*, 2nd ed. Englewood Cliffs, N.J.: Prentice-Hall, 1964.

Blendon E. and Nelapa, B. *Quick Survey Course in Forms Typing*. New York: McGraw-Hill, 1967.

Brendel Leroy and Near, Doris. *Spelling Drills and Exercises: Programmed for the Typewriter*. New York: McGraw-Hill, 1964.

Fries, Albert C. *Timed Writings about Careers*. Cincinnati: South-Western, 1963.

Fries Albert C. and Nanassy, Louis C. *Business Timed Writings*. Englewood Cliffs, N.J.: Prentice-Hall, 1960.

Frisch, Vern A. and Sivinski Joan. *Applied Office Typewriting*, 2nd ed. New York: McGraw-Hill, 1961.

Lessenberry, D. D. Crawford, T. James, and Erickson, Lawrence W. *20th Century Typewriting, Advanced Course*, 8th ed. Cincinnati: South-Western, 1962. Workbook, Achievement Tests, Placement Tests, and Manual.

Liles, Parker, Brendel, Lerory, and Krause, Ruthetta. *Typing Mailable Letters*. New York: McGraw-Hill, 1960.

Liquori, F. *Basic Typing Operations*. Cincinnati: South-Western, 1964.

Lloyd, Alan C., Rowe, John L., and Winger, Fred E. *Gregg Typewriting for Colleges, Intensive*, 2nd ed. New York: McGraw-Hill, 1964.

Root, K. B. and Byers, E. E. *Medical Typing Practice*, 2nd ed. New York: McGraw-Hill, 1967.

Siegfried, W. *Medical Forms Typing*. New York: McGraw-Hill, 1968.

Indexing and Filing Practices (IFP)

Basic Skill for: Admitting Officer I, Policyholders' Information Clerk, Correspondence Clerk, Sales Correspondent, Credit Clerk I, Library Assistant, Tracer Clerk, Compiler, Messengers' Supervisor, Mailing Supervisor, Mailroom Foreman

Hours

Class: 1 hour daily; laboratory: 1 hour daily. Total: 30 hours

Description and Teaching Suggestions

This unit is similar to the "Indexing and Filing Practices" unit appearing in the U.S. Office of Education publication, *Stenographic, Secretarial, and Related Occupations/A Suggested Curricula Guide*. It will assist trainees to understand business filing requirements and to develop skills in filing and indexing. This unit should provide the trainee with the sense of system and order necessary to maintain records in a business office.

Emphasis is placed on the rules and practices of alphabetic filing. Geographic and numeric systems also should be discussed and practiced. Identification, storage, and retrieval methods should be the heart of the training, and practice in retrieving filed information should also be given. The laboratory time should be used exclusively for practice, and the laboratory should have book files, rotary files, drawer files, open-shelf files, and vertical files. Every subtopic presented in class should be followed by practice in the laboratory sessions. After participating in drills using single filing rules, trainees should practice filing procedures requiring a whole range of rules. Power files and other special equipment files, such as microfilm and readers, should be mentioned. The filing of computer tapes and punched cards may be mentioned, but should not be discussed in detail, since this type of filing is usually handled by special workers.

Teachers should obtain sufficient quantities of various types of letters, memoranda, orders, invoices, filled-in index cards, and similar office documents for trainee exercises in sorting and filing. Visits to local business offices by the trainees to observe filing systems are suggested to highlight the importance of adequate and proper filing practices. Written tests should be given to evaluate basic knowledge. Achievement tests of skills meeting the Standards of Achievement for the unit should be given considerable weight.

Standards of Achievement

1. File accurately 50 to 80 cards (3- by 5-inch) in 20 minutes
2. File accurately 60 to 90 pieces of correspondence in 20 minutes
3. Index a variety of documents having names, geographical locations, or numbers
4. Demonstrate understanding of purposes and use of files
5. Set up a simple followup file system

Prerequisites for Study of Indexing and Filing Practices

Trainee selection standards

Topic Outline

I. WHY A BUSINESS MAINTAINS FILES
- A. Need for efficient storing of repetitively used records
- B. Need to retrieve information

II. NATURE OF BUSINESS RECORDS
- A. Correspondence files
  1. Variations in systems
  2. Variations in types of equipment
- B. Examples of files
  1. Personnel department
  2. Raw materials inventory maintenance
  3. Financial department
  4. Miscellaneous files

III. BASIC RULES FOR ALPHABETIC INDEXING
- A. Terms used in indexing
- B. Rules for indexing
  1. Individual names
  2. Variations in names and applicable rules
  3. Company names
  4. Variations in company names and applicable rules
  5. Special consideration—deviations from basic rules
  6. Geographic location filing
  7. Subject files
  8. Cross referencing
- C. Practice exercises and drills of all topics under B

IV. BASIC RULES FOR NUMERIC FILING
- A. Use of numeric files
- B. Cross reference to alphabetic order
- C. Chronological files (include followup files)

V. FILING MATERIAL
- A. Procedures for maintaining a correspondence file
  1. Nature of file folders
  2. Placement of material in the folder
  3. Designation of active versus inactive material
- B. Handling of correspondence
  1. Notations for signaling materials ready for filing
  2. Procedure for preparing materials for filing
     a. Inspecting
     b. Indexing
     c. Coding
     d. Sorting
     e. Labeling or marking folder
     f. Inserting
- C. Practice filing projects using operations under B

VI. SPECIAL FILES
- A. Central files (where volume is large)
  1. Filing material
  2. Charging out-of-file materials
- B. Microfilms
- C. Computer tape files
- D. Punched card

NOTE.—The teacher should give only light coverage to subtopics B, C, and D.

VII. FILING EQUIPMENT
- A. Cabinets (drawer type)

B. Open shelf
C. Desk
D. Card files
E. Rotary
F. Visible
G. Vertical
H. Power

VIII. INFORMATION RETRIEVAL

A. Identifying nature of information or document to be retrieved
B. Knowing company filing system
C. Computer or microfilm use

NOTE.—The teacher should limit coverage of subtopic C to a brief description of the general use of computer and microfilm in information retrieval.

IX. RETENTION AND PURGING OF FILES

A. Permanent record identification
B. Length of retention for certain records
C. Identification of active and inactive records
D. Purging files according to company policy
E. Transfer and storage of file information

NOTE.—A filing system such as the Varidex System (Remington Rand), Super-Ideal (Shaw-Walker), the Smead System or others should be shown and explained if available.

Texts and Other Teaching Materials

From the following suggested texts and materials (or other equivalent commercially available material), select trainee and teacher materials for use in this unit. Additional materials are listed in appendix D.

Bassett, Ernest D. and others. *Business Filing and Records Control*, 3rd ed. Cincinnati: South-Western, 1963. Practice Set and Manual.

Fahrner, William F. and Gibbs, William F. *Basic Rules of Alphabetic Filing. Programmed Instruction.* Cincinnati: South-Western, 1965. Manual.

Griffin, Mary C. *Records Management.* Boston: Allyn and Bacon, 1964.

Guthrie, Mearl R. *Alphabetic Indexing*, 3rd ed. Cincinnati: South-Western, 1964. Manual.

Kahn, Gilbert and others. *Progressive Filing*, 7th ed. New York: McGraw-Hill, 1961.

———. *Gregg Quick Filing Practice.* New York: McGraw-Hill, 1965.

———. *Progressive Filing and Records Management, College Series.* New York: McGraw-Hill, 1962.

———. *Workbook Exercises in Alphabetical Filing*, 2nd ed. New York: McGraw-Hill, 1960.

Kish, Joseph L. and Morris J. *Paperwork Management in Transition.* New York: American Management Association, 1964. Teacher's Reference.

Place, Irene and Popham, Estelle. *Filing and Records Management.* Englewood Cliffs, N.J.: Prentice-Hall, 1966.

Selden, William H. and others. *Filing and Finding.* Englewood Cliffs, N.J.: Prentice-Hall, 1962.

Weeks, Bertha M. *Filing and Records Management*, 3rd ed. rev. New York: Ronald Press, 1964.

Practice Sets

Bassett, E. D. and Agnew, P. L. *Filing Practice Set.* Cincinnati: South-Western, 1963.

Kahn, G., Yerian, T., and Stewart, J. *Practice Materials for Progressive Filing*, 7th ed. New York: McGraw-Hill, 1961.

———. *Practice Materials in Progressive Filing, College Series.* New York: McGraw-Hill, 1962.

Filing Practice Set. Baltimore: The H. M. Rowe Co.

Indexing and Filing Workbook. Baltimore: The H. M. Rowe Co.

Job Sheets and Tests for Filing and Finding. Englewood Cliffs, N.J.: Prentice-Hall.

Principles of Indexing and Filing, 4th ed. Baltimore: The H. M. Rowe Co.

Office Mailing Practices (OMP)

Basic Knowledge for: Mailer, Mailer Apprentice, Mail Order Sorter, Registered Mail Clerk, Mail Clerk, Office Boy, Parcel Post Clerk, Trust Mail Clerk, Mailing Supervisor, Mailroom Foreman

Hours

Class or laboratory: 1 hour daily. Total: 15 hours

Description and Teaching Suggestions

Trainees will be introduced to the general office practices of receiving, opening, sorting, and routing incoming mail; and receiving, weighing, packaging, sealing, affixing postage, and the other steps necessary in processing outgoing mail. Discussions should cover the duties and behavior generally expected of workers responsible for processing office mail. Laboratory time should be devoted to performing the various duties involved and to learning the operation of the different types of machines used in general office mailings.

Standards of Achievement

1. Know how to classify and sort incoming and outgoing mail
2. Differentiate classes of mail and know how to weigh and obtain proper mail rates
3. Know how to operate simple postage meter machines including refilling process and recording dates and expenditures

4. Know how to find parcel post and other mail regulations

Prerequisites for Study of Office Mailing Practices

Trainee selection standards

Topic Outline

I. GENERAL
- A. Duties and responsibilities
- B. Equipment used
- C. Need for recordkeeping

II. RECEIVING INCOMING MAIL
- A. Checking and signing for registered mail
- B. Checking and signing for (or paying for) postage due
- C. Returning improper mail to mail carrier

III. OPENING AND SORTING
- A. Sorting mail
  1. By address to specific individual
  2. By address to company
- B. Opening mail
  1. By hand or machine
  2. Stamping date and time on mail

IV. ROUTING MAIL
- A. Determining destination
  1. For specific individual by address
  2. By type—i.e., bills, orders, payments, etc.
- B. Delivering to destination

V. SORTING OUTGOING MAIL
- A. Foreign or domestic
- B. Surface mail or air mail
- C. First, second, third, or fourth class
- D. Registered or insured
- E. Parcel post, air parcel post, air freight, or REX
- F. Special classes of mail

VI. SEALING, WRAPPING, AND PACKAGING
- A. Sealing all envelopes by hand or machine
- B. Wrapping or packaging bulk items
  1. Wrapping paper
  2. Cartons or boxes
- C. Marking all items by classification
  1. Air mail, special handling, etc.
  2. Fragile, handle with care, etc.

VII. DETERMINING RATES
- A. Weighing
- B. Classifying mail by type—letter, package, educational materials, etc.
- C. Determining postage
  1. Air mail rates
  2. Parcel post zone guide
  3. Rate guide for second, third, and fourth class
  4. First class rates
  5. Add surcharge for registry or insurance
  6. Other surcharges for special services—special delivery, return receipt requested, etc.
- D. Affixing proper postage by hand or machine
- E. Bulk mailings

VIII. POSTAL REGULATIONS
- A. Special regulations in booklets
- B. Conforming to mailing regulations
- C. Zip code directory and use

IX. MAILING MACHINES
- A. Kinds used in mailing operations
  1. Mail openers
  2. Folding machines
  3. Inserting machines
  4. Sealing machines
  5. Addressing machines
  6. Scales
  7. Postage meters
  8. Tying and bundling machines
- B. Operating the machines
- C. Requests for refilling and setting of postage meter machines by post office

NOTE.—Teachers should have trainees practice on as many machines as are available. Special attention should be given to the handling of postage meter machines.

X. RECORDKEEPING
- A. Need for records
  1. Cost of mailings—by tape
  2. Expense distribution—by department
- B. Kinds of records
  1. Insured mail—what, who for, and amount
  2. Registered and return receipt requested—what, who for, and amount
  3. Postage metered—what, who for, and amount
  4. Stamps used—what, who for, and amount

Texts and Other Teaching Materials

From the following suggested texts and materials (or other equivalent commercially available material), select trainee and teacher materials for use in this unit. Additional materials are listed in appendix D.

Agnew, Peter L. and Meehan, James R. *Clerical Office Practice.* Cincinnati: South-Western, 1961.

Archer, Fred C., Bracker, Raymond F., and Frakes, John C. *General Office Practice.* New York: McGraw-Hill, 1963.

Baron, Harold and Steinfield, Solomon C. *Clerical Record Keeping*, 2nd ed. Cincinnati: South-Western, 1965. Workbooks, Achievements Tests, and Teacher's Editions.

Barron, Allan E. and Taylor, James R. *Clerical Office Training.* Englewood Cliffs, N.J.: Prentice-Hall, 1963.

Gregg, and others. *Applied Secretarial Practice*, 5th ed. New York: McGraw-Hill, 1962.

In addition, teachers should secure copies of postal regulations and special booklets issued by the post office for use by the trainees.

Office Machines—Computing and Duplicating (OM)

Basic Skill for: New Account Clerk, Credit Clerk, Policyholders' Information Clerk, Weather Clerk

Hours

Class: 1 hour daily. Total: 30 hours

Description and Teaching Suggestions

This unit is similar to the "Office Machines—Computing and Duplicating" unit found in the U.S. Office of Education publication, *Stenographic, Secretarial, and Related Occupations/A Suggested Curricula Guide.* It is designed to develop mastery of the 10-key adding machine and simple duplicators. It also acquaints the trainee with other calculating machines and duplicators. The preparation of masters or stencils and the operation of duplication machines are both stressed. Where school facilities are limited, teachers should make arrangements to borrow machines at appropriate times during the course of study. Literature on duplicating equipment may be obtained from equipment manufacturers. Each trainee should be given an opportunity to choose the appropriate duplicating process for a piece of work, to prepare the materials, and to run the machine. Trainees should be evaluated by means of objective tests, such as those found in many of the manuals and texts suggested in the teaching materials list. Observation by the teacher of the trainee's skill in using machines and equipment should be included in the evaluation. The Record of Completion should show the types of machines that the trainee has used.

Standards of Achievement

1. Prepare masters and stencils, operate spirit and fluid duplicators, and operate wet or dry process photocopiers
2. Perform all operations proficiently on 10-key adding machines
3. Operate rotary and printing calculators

Prerequisites for Study of Office Machines—Calculating and Duplicating

Production typing I

Demonstrated proficiencies equivalent to standards of achievement for the above unit are acceptable

Topic Outline

I. TEN-KEY ADDING MACHINES AND PRINTING CALCULATORS
- A. Adding by touch
- B. Subtraction
- C. Multiplication
- D. Decimals and fractions, conversion
- E. Division on printing calculator

II. ROTARY CALCULATORS
- A. Addition
- B. Subtraction
- C. Multiplication
- D. Division
- E. Fractions and decimals

III. SPIRIT DUPLICATORS
- A. When to use spirit duplication (costs and use of copies) and limitations
- B. Preparation of master (including proper backing)
- C. Artwork on master (also indicate color processes available)
- D. Correction of master
- E. Operation and care of machine

IV. STENCIL DUPLICATORS
- A. When to use stencil duplication (costs and use of copies) and limitations
- B. Preparation of stencil
- C. Artwork on stencil
- D. Operation of machine

V. WET AND DRY PROCESS PHOTOCOPIERS
- A. Wet process photocopiers
  1. Costs, limitations, and production rates
  2. Care of machines and supplies
  3. Safety precautions needed for some machines
- B. Dry process photocopiers
  1. Costs, limitations, and production rates
  2. Care of machine and supplies

VI. HIGH-VOLUME REPRODUCTION
- A. Criteria for choosing a particular method of high-volume reproduction
- B. Multilith process
- C. Offset process
- D. Practice in preparing multilith masters and camera-ready copy

Texts and Other Teaching Materials

From the following suggested texts and materials (or other equivalent commercially available material), select trainee and teacher materials for use in this unit. Additional materials are listed in appendix D.

Agnew, Peter L. *Machine Office Practice*. Cincinnati: South-Western, 1965. Practice Set.

Agnew, Peter L. and Cornelia, Nicholas J. *Office Machines Course*, 3rd ed. Cincinnati: South-Western, 1962. Teacher's Manual and Test.

Agnew, Peter L. and Meehan, James R. *Clerical Office Practice*, 3rd ed. Cincinnati: South-Western, 1961. Workbook, Achievement Tests, and Manual.

Agnew, Peter L. and Pasewark, William R. *Rotary Calculator Course*, 4th ed. Cincinnati: South-Western, 1962. Teacher's Manual and Test.

———. *Ten-key Adding-listing Machine and Printing Calculator Course*, 3rd ed. Cincinnati: South-Western, 1963. Achievement Test and Manual.

Archer, Fred C., Brecker, Raymond F., and Frakes, John C. *General Office Practice*, 2nd ed. New York: McGraw-Hill, 1963, Chapters 17, 18, 19.

Cansler, Russell N., editor. *Fundamentals of Mimeographing*. Chicago: The School Department, A. B. Dick Co., 1963.

Dool, J. J. *Business Machines Exercises*. New York: McGraw-Hill, 1964. Workbook and Solutions Manual.

Fasnacht, Harold D. and Bauernfeind, Harry B. *How to Use Business Machines*, 2nd ed. New York: McGraw-Hill, 1962. Workbook and Instructor's Key.

Learnihg How to Use Ditto D–10 Duplicator. Chicago: Ditto, Inc.

Meehan, James R. *How to Use the Calculator and the Comptometer*. New York: McGraw-Hill, 1964.

———. *Using Rotary Calculators in the Modern Office*. New York: McGraw-Hill, 1965. Workbook and Instructor's Guide.

Meehan, James R. and Kahn, Gilbert. *How to Use Adding Machines*. New York: McGraw-Hill, 1962. Workbook and Instructor's Guide.

Pactor, Paul. *Business Machines Projects*. New York: Pitman Publishing Corp., 1962.

Pactor, Paul and Johnson, Nira M. *Business Machines Course*. New York: Pitman Publishing Corp., 1961.

Walker, Arthur L., Roach, J. Kenneth, and Hanna, J. Marshall. *How to Use Adding and Calculating Machines*, 3rd ed. New York: McGraw-Hill, 1967. Workbook, Teacher's Manual, and Key.

Business Principles and Organization (BPO)

Environmental Knowledge for: Correspondence Clerk, Sales Correspondent

Hours

Class: 1 hour daily. Total: 30 hours

Description and Teaching Suggestions

This unit is similar to the "Business Principles and Organization" unit found in the U.S. Office of Education publication, *Stenographic, Secretarial, and Related Occupations/A Suggested Curricula Guide*. It should help the trainee to understand the role of the American business system, its organization, and some basic management principles. The content is designed to give the trainee an awareness of his job relative to others in an organizational complex. The role and importance of information communication in our business system is emphasized. Trainees should be made aware of the complexities of the business environment and should understand business decisions guidelines such as profit, costs, overhead, and general and administrative expense. The various communications functions should be explored since many trainees may find employment in these areas.

The unit also covers the financial, production, and personnel management areas of business enterprise, as well as the general role of government. It is suggested that representatives from the local telephone and telegraph companies, institutions such as hospitals and banks, the post office, and local business organizations be invited to speak to the group about their areas of interest. Class discussion should be encouraged. Objective tests can be used to evaluate the trainee's general business knowledge.

Standards of Achievement

1. Know the types of organizations in the American business system
2. Know the general patterns of operation and the general responsibilities of management for profitable production
3. Identify and know basic information communication functions and their role in typical organizations
4. Know the role of information, production, and personnel management in business organizations
5. Know some of the effects of certain legislation on business practices

Prerequisites for Study of Business Principles and Organization

Trainee selection standards

Topic Outline

I. UNDERSTANDING THE AMERICAN BUSINESS SYSTEM
   A. The profit motive

B. Big and small business
C. Interdependency and specialization
D. The business system in a democratic society
E. Governmental influence

II. ORGANIZATION OF BUSINESS
A. Sole proprietorship
B. Partnership
C. Corporation
D. Cooperatives

III. PRINCIPLES OF MANAGEMENT
A. Overall responsibilities of management
B. Organization of management
C. Patterns of operation
1. Planning
2. Organizing
3. Directing
4. Integrating
5. Controlling
D. Executives responsible for management functions

IV. MARKETING AND MERCHANDISING MANAGEMENT
A. Role of marketing in the business system
B. Importance and growth of marketing
C. Factors affecting marketing activities
1. Population trends
2. Income
3. Location
4. Style
5. Fashion
D. Marketing research and information communication as important functions of marketing
E. Channels of distribution
1. Wholesalers
2. Agents and brokers
3. Retailers
F. Marketing activities
1. Buying
2. Pricing
3. Selling
G. Merchandising activities
1. Promotion—advertising and display
2. Delivery and shipping
3. Quality and efficiency of services

V. FINANCIAL MANAGEMENT
A. Executives and financial responsibility
B. Communicating financial decisions and policies
C. Areas of financial management
1. Financial accounting
2. Determination of profits
3. Determination and control of costs
4. Budgeting
5. Taxes and their impact on business
6. Investments
7. Risks and insurance
8. Credit and collections

VI. PRODUCTION MANAGEMENT
A. Executives and departmental reponsibilities
B. Planning production
C. Production control and measurement
D. Factors of production

VII. PERSONNEL AND HUMAN RELATIONS
A. Executives and departmental responsibilities
B. Recruitment and selection
C. Employee training
D. Employee incentives
1. Financial
2. Nonfinancial
E. Employer-employee relations
F. Office organization and management

VIII. GOVERNMENT AND BUSINESS
A. Important areas of government legislation
1. Prices
2. Business practices
3. Fluctuations
4. Regulations—public utilities, institutions, insurance, etc.
B. Encouragement of business activity

Texts and Other Teaching Materials

From the following suggested texts and materials (or other equivalent commercially available material), select trainee and teacher materials for use in this unit. Additional materials are listed in appendix D.

Crabbe, Ernest H., DeBrum, S. Joseph, and Haines, Peter G. *General Business*, 9th ed. Cincinnati: South-Western, 1966. Workbooks, Achievement Tests, and Manual.

Hurley, Morris L. *Business Administration*, 2nd ed. Englewood Cliffs, N.J.: Prentice-Hall, 1960.

Nanassy, Louis C. and Fancher, Charles M. *General Business and Economic Understandings*, 3rd ed. Englewood Cliffs, N.J.: Prentice-Hall, 1967.

Price, Ray G., Musselman, Vernon A., Hall, J. Curtis, and Weeks, Edwin. *General Business for Everyday Living*, 3rd ed. New York: McGraw-Hill, 1966.

Robinson, Edwin and Hall, J. Curtis. *College Business Organization and Management*, 3rd ed. New York: McGraw-Hill, 1964.

Shilt, Bernard A. and Wilson, W. Harmon. *Business Principles and Management*, 4th ed. Cincinnati: South-Western, 1961.

Torne, Herbert A., Simon, Sidney I., and McGrill, Esby C. *Business Principles, Organization and Management*, 2nd ed. New York: McGraw-Hill, 1963.

Wingate, John W. and Weiner, J. Dana. *Retail Merchandising*, 6th ed. Cincinnati: South-Western, 1963. Workbook, Achievement Tests, and Manual.

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Communications and Business (CB)

Environmental Knowledge for: All Trainees Except Level I—Category A

May Be Elective Unit for: All Level I—Category A Trainees

Hours

Class: 1 hour daily; laboratory: 1 hour daily. Total: 30 hours

Description and Teaching Suggestions

This unit focuses on the kinds of knowledge trainees should have to fit effectively into the business and office environment. The importance and uses of certain types of communication in business are stressed. The subject lends itself readily to presentation through discussions during which trainees should be encouraged to contribute their own knowledge and experience. With the teacher's help, trainees will arrive at certain observations and conclusions based on their experience, socially and in the business world. Whenever practicable, trainees should be involved in planned activities which will reinforce and highlight the knowledge and insights they acquire. These activities may include: role-playing; use of the teletrainer for telephone practice; simulation of office activities; panel discussions; field trips to utility companies, the post office, and private business organizations; oral reports based on investigations carried out by individual trainees or committees; practice in the use of office forms and devices, films, and filmstrips; talks by successful experts in various aspects of communications; and planning, preparation, and display of trainee communications projects.

Standards of Achievement

1. Explain why good communications are essential to an organization
2. Describe how the post office serves both business and the general public
3. Show how written communications are prepared and handled in offices
4. Explain how telephone calls and telegrams are transmitted and received
5. Demonstrate how to receive patrons, employees, and others who visit offices
6. Tell how other types of communications are handled

Prerequisites for Study of Communications and Business

Trainee selection standards

Topic Outline

I. NEED FOR GOOD BUSINESS COMMUNICATIONS
- A. Saves money
- B. Saves time
- C. Increases efficiency
- D. Helps establish good relations with employees and outside individuals and organizations

II. TELEPHONE SERVICE
- A. Need for telephone service
  1. Inexpensive
  2. Convenient
  3. Fast
  4. Good will
- B. Telephone systems
  1. Key telephone system
  2. Private branch exchange switchboard
  3. Dial private branch exchange systems
- C. Kinds of service
  1. Local calls
  2. Long distance calls
     a. Station-to-station
     b. Person-to-person
     c. Sequence calling
     d. Conference calls
     e. Messenger calls
     f. International calls
     g. Ship-to-shore service
     h. Private wire service
     i. Other special services available
  3. Intercommunication systems

III. TELEGRAPH SERVICE
- A. Need for telegraphic messages
  1. Rapid transmission of written message
  2. Attention getting
  3. Elicits rapid action from addressee
- B. Uses
  1. To acknowledge orders
  2. To request or distribute information rapidly
  3. To order materials

4. To contact organizational representatives for business or personal emergencies
5. To arrange interviews or meetings
6. To collect bills
7. To confirm agreements, information, or verbal authorization
8. To approve or halt action

C. Methods of sending messages
1. Over the counter
2. By messenger
3. By telephone
4. By means of tie lines

D. Telegraph systems
1. Private wire system
2. Perforated tape or punched cards
3. Telemeter service
4. Facsimile telegraphy

E. Types of service
1. Day letter
2. Full-rate telegram
3. Night letter
4. Cablegram and radiogram

F. Processing
1. Incoming
a. Receipt
b. Routing
c. Action or acknowledgement
2. Outgoing
a. Origination
b. Drafting—brevity and clarity
c. Required approvals or authorization
d. Selecting type of service
e. Follow-up action

IV. MAIL AND MESSENGER SERVICES

A. Postal service
1. Need for postal service
a. Delivery of written communications to exact destination
b. Relatively safe and rapid
c. Inexpensive delivery of communication
2. Types of service
a. Sorting, shipping, and delivering mail
b. Selling stamps, postal cards, money orders, etc.
c. Arranging special handling or delivery
d. Issuing insurance for valuable items sent through mail
e. Investigating mail fraud, robbery, tampering, or similar occurrences
f. Checking complaints regarding mail
g. Tracing lost items
h. Computing mailing costs
i. Recording daily transactions
i. Providing information on use, procedures, and costs of mail services

B. Messenger service
1. Need for messenger service
a. Facilitates pickup and delivery of interoffice communications
b. Often needed to supplement mechanical service
2. Types of messenger service
a. Personal—desk-to-desk and departmental delivery
b. Mechanical—pneumatic tubes, conveyors, wire carriers

V. CLERICAL AND INFORMATION SERVICES

A. Need for services
1. Provides support service for management in making decisions
2. Facilitates contacts between individuals and organizations

B. Types of clerical services
1. Preparing correspondence
2. Maintaining files and systems
3. Maintaining records
4. Making surveys
5. Processing documents—loan applications
6. Making travel reservations
7. Tracing lost mail, checks, correspondence, etc.

C. Types of information service
1. Answering telephone and other inquiries
2. Keeping records of callers
3. Making appointments
4. Interviewing people to secure routine information

D. Examples of miscellaneous clerical and information services
1. Counter selling and cashing of telegraphic money orders
2. Advising clients of insurance brokers
3. Informing airline dispatcher about weather conditions
4. Handling mailing details for bulk mailing of printed matter
5. Obtaining telephone numbers for use in telephoning telegraphic messages to addressees
6. Paging employees over public address system

VI. SUPERVISORY SERVICE

A. Need for service
1. Supervises and coordinates activities of workers
2. Facilitates communication throughout organization

B. Types of service
   1. Mailroom supervisor
   2. Service representative supervisor
   3. Telegraph traffic controller
   4. Chief service observer
   5. Route supervisor

Texts and Other Teaching Materials

From the following suggested texts and materials (or other equivalent commercially available material), select trainee and teacher materials for use in this unit. Additional materials are listed in appendix D.

Griffin, E. Glenn and Williams, Cecil B. *Effective Business Communications*, 3rd ed. New York: Ronald Press, 1966.

Lawrence, N. R. *Writing Communications in Business*. Englewood Cliffs, N.J.: Prentice-Hall, 1964.

Parkhurst, C. C. *Business Communications for Better Human Relations*, 7th ed. Englewood Cliffs, N.J.: Prentice-Hall, 1966.

Shurter, Robert L. and Williamson, J. Peter. *Written Communications in Business*, 2nd ed. New York: McGraw-Hill, 1964.

Sullens, Idelle. *Principles of Grammar*. Englewood Cliffs, N.J.: Prentice-Hall, 1966.

Zetles, R. L. and Crouch, W. G. *Successful Communication in Science and Industry*. New York: McGraw-Hill, 1961.

Business Correspondence (BC)

Basic Skill for: Travel Counselor, Traffic Manager, Admitting Officer I, Credit Clerk, Tracer Clerk, Policyholders' Information Clerk, Correspondence Clerk, Sales Correspondent, Correspondence Review Clerk, Broadcast Checker

Hours

Class: 1 hour daily. Total: 30 hours

Description and Teaching Suggestions

This unit is similar to the one appearing in the U.S. Office of Education publication, *Stenographic, Secretarial, and Related Occupations/A Suggested Curricula Guide.* It is designed to provide trainees with the basic skills required to write well-organized letters and routine correspondence for a variety of purposes.

The emphasis of the unit should be placed on development of writing skill and familiarization with typical business writing. The first goal includes developing a forceful and pleasing style as well as grammatical correctness. Achieving the second goal requires some knowledge of business practices and relationships. In addition to applying the basic language skills in the "Communication and Basic Language Skills" unit, trainees should be introduced to current trends in business writing, specific techniques for developing a readable style, and the fundamentals of organizing written materials. Some mechanical aspects that should be reviewed are format, punctuation and capitalization, and continuing vocabulary development.

Developing an effective writing style is probably learned best by a combination of activities, such as analyzing successful business writing, composing original letters, studying the feedback after evaluation, revising and rewriting, and repeated application of techniques that have proved successful.

It is suggested that all writing assignments be typewritten. Bulletin boards should be used to display various letterheads, enlarged posters of letter styles, and outstanding compositions. Trainees mastering this unit may also be eligible to pursue corresponding related work activities. Assessment of the trainee's achievement in this unit is qualitative, based on the judgment of the teacher.

Standards of Achievement

Organize and compose acceptable business correspondence in accordance with current business letter writing practice.

Prerequisites for Study of Business Correspondence

Communication and Basic Language Skills
Production Typing I (Typing II) would be helpful

Topic Outline

NOTE.—Each subtopic should be followed by exercises in original letter writing, with teacher-trainee feedback, and rewriting of letters by the trainees for resubmission.

I. ELEMENTS OF LETTER ORGANIZATION
   A. Developing unified and coherent paragraphs
   B. Developing conciseness (letters of request)
      1. Shipping information
      2. Travel schedules
      3. Insurance information—coverages, rates, etc.
      4. General and specific information
   C. Developing completeness and accuracy
      1. Maintenance of conciseness
      2. Letters of request
         a. Transportation space availability
         b. Ordering catalogs, brochures, etc.

c. Requesting credit
d. Requesting assistance
e. Requesting payment

II. LETTER STYLE
- A. Pleasant and persuasive tone
- B. Descriptive style
  1. Vivid
  2. Concrete
- C. Letters to build good will
  1. Thanks
  2. Congratulations
  3. Appreciation
  4. Granting a favor
  5. Formal letters with deferential tone to important person
  6. Recommendations for use of specific services

III. SPECIAL PURPOSE LETTERS
- A. Letters that promote service
  1. Organization to lead the reader to action
  2. Maintenance of previously developed style
- B. Letters containing negative material or rejection
  1. Maintenance of positive tone
  2. Awareness of reader reaction
  3. Saying "no" graciously

IV. APPLICATION FOR EMPLOYMENT
- A. Inquiring about an open position
- B. Applying for a specific position

V. INTRACOMPANY CORRESPONDENCE
- A. Informal memoranda for staff members
  1. Brief
  2. Concise
  3. Courteous
- B. Writing for the record
  1. Formal and impersonal style
  2. Minutes of meetings
  3. Orders to subordinate personnel

Texts and Other Teaching Materials

From the following suggested texts and materials (or other equivalent commercially available material), select trainee and teacher materials for use in this unit. Additional materials are listed in appendix D.

Aurner, Robert R. and Burtness, Paul S. *Effective English for Business*, 5th ed. Cincinnati: South-Western, 1962. Workbook, Achievement Tests, and Manual.

Doris, Lillian and Miller, Besse M. *Complete Secretary's Handbook*, 2nd ed., rev. Englewood Cliffs, N.J.: Prentice-Hall, 1960.

Fowler, H. W. *A Dictionary of Modern English Usage*. New York: Oxford University Press. Current edition.

Gavin, Ruth E. and Hutchinson, E. Lillian. *Reference Manual for Stenographers and Typists*, 3rd ed. New York: McGraw-Hill, 1961.

Himstreet, William C., Porter, Leonard J., and Maxwell, Gerald W. *Business English in Communications*. Englewood Cliffs, N.J.: Prentice-Hall, 1964.

Hodges, John C. and Connolly, Francis X. *Harbrace College Handbook*, 5th ed. New York: Harcourt, Brace, & World, 1962.

House, Clifford R. and Skurow, Samuel. *Typewriting Style Manual*. Cincinnati: South-Western, 1963.

Larson, Lenna A. and Koebele, Apollonia M. *Reference Manual for Office Employees*, 4th ed. Cincinnati: South-Western, 1960.

Menning, J. H. and Wilkinson, C. W. *Communication Through Letters and Reports*, 3rd ed. Homewood, Ill.: Richard D. Irwin, Inc., 1963.

Shurter, R. L. and Williamson, J. P. *Written Communication in Business*, 2nd ed. New York: McGraw-Hill, 1964.

Stewart, Marie S., Lanham, Frank W., and Zimmer, Kenneth. *Business English and Communication*, 3rd ed. New York: McGraw-Hill, 1967. Workbook, Tests, and Manual.

Wykoff, George S. and Shaw, Harry. *Harper Handbook of College Composition*, 3rd ed. Harper and Bros., 1962.

Effective Interpersonal Relations (ER)

Functional Knowledge for: Registration Clerk, Travel Counselor, Appointment Clerk, Receptionist, Registrar, Counter Clerk, New Account Clerk. All level II jobs except Tracer Clerk and Credit Clerk. All level III jobs.

Hours

Class: 1 hour daily; laboratory: 1 hour daily. Total: 40 hours

Description and Teaching Suggestions

This unit is designed primarily for trainees who will have nonsupervisory positions, but who must influence or secure cooperation from other persons for successful task accomplishment. At the same time, the unit will also be advantageous for trainees preparing for supervisory positions or upgrading their supervisory skills. Coupled with the unit, "Principles of Effective Supervision," this unit will help to develop greater effectiveness in dealing with people in work and social situations. It should be given late in the trainee's program.

Because interpersonal relations are affected by a variety of factors, some attention should be given at the outset to a review of the social usefulness of office and personal etiquette. This review can serve as a start for role plays centering on office behavior prob-

lems. Each role play should be followed by the group analyzing the individual's performance in terms of his behavior and attitudes.

As the unit progresses, the teacher should couple exposition of needs, attitudes, motivations, values, judgements, expectations, defenses, and other influences acting on the individual that evoke the behavior perceived by the group as being effective or ineffective in interpersonal relations. This will afford trainees opportunities to criticize and be criticized by the group, to understand the causes and develop insight into their behavior, and to become aware of the behavior of others.

The skill of the teacher is paramount to the success of this unit. He should establish a permissive and nonthreatening group climate in which free communication and behavior can take place.

The overall aim of the unit is to establish greater personal effectiveness with others so as to develop better cooperative and superior-subordinate relationships in work situations.

Rating forms, role plays, incident method techniques, group discussion, tasks, and lecturettes by the teacher should be combined effectively. The topical outline need not be followed in sequence since it is extremely difficult to predict which process will require explanation at any instant. Preferably, the teacher for this unit should have a good background in psychology and group dynamics; he should avoid psychotherapy levels of group technique. Major concern should be for the "what" of individual behavior.

Standards of Achievement

Achievement standards for this unit cannot be set, since the effectiveness of adjustment of personal behavior can best be judged on the job. Before-and-after evaluations for comparison purposes cannot be made in a meaningful way.

Prerequisites for Study of Effective Interpersonal Relations

Trainee selection standards

Topic Outline

I. ETIQUETTE AND BEHAVIOR IN THE OFFICE
- A. Formal organization of the office
- B. Office as setting for formal and informal social relationships
- C. Office etiquette and its importance for starting interpersonal relations
- D. Office behavior
  1. Prescribed and regulated
  2. Nonprescribed and free

NOTE.—Practice role plays of typical office situations (incident process technique can be used in addition to written role plays) involving prescribed and nonprescribed behavior, with subsequent analysis and group criticisms of individual behavior. The balance of the unit content can be related to subsequent role play sessions, with lecturettes by the teacher, to explain why things happen in interpersonal relations and group situations.

II. INTERPERSONAL COMMUNICATION
- A. Definition
- B. Importance in face-to-face contacts
- C. Listening techniques
  1. For content
     a. Manifest
     b. Latent
  2. For meaning
- D. Factors in communication
  1. Factors common to both sender and receiver
     a. Attitudes and emotion
     b. Needs and wants
     c. Implied demands
     d. Responses in action
  2. Vocabulary choice-communication range
  3. Perceptions of "the other"
  4. Timing of communication
  5. Atmosphere development between persons
  6. Prior experiences involving persons in communication situation
     a. With each other
     b. Past experiences of each with others
  7. Prejudices, opinions, assumptions, and value judgements
  8. Objectivity and subjectivity
  9. Intelligence and other personal differences
  10. The Shannon-Weaver Analog
- E. Blocking and unblocking in the communication process
- F. Importance of communication in group relationships

NOTE.—The teacher should use as much of the "here and now" process as possible. This can be done using the group discussions as sources of raw material for analysis of personal communications problems.

III. DEFENSE MECHANISMS
- A. Review of human needs
  1. Physical
  2. Psycho-social
- B. Perception of threat
  1. Real threats blocking need satisfaction
  2. Perceived threats blocking need satisfaction
- C. Reaction to threat
  1. Physical

2. Emotional
3. Tension and how it arises

D. Defense mechanisms
1. Rationalization
2. Projection
3. Aggression
4. Displaced aggression
5. Other defense mechanisms

E. Usefulness of defense mechanisms to individual

F. Meaning of defensiveness in interpersonal relations
1. Destructive influence
2. Perceptions and evaluations made by other person
3. Blocking communication

G. Awareness and reduction of defensiveness through greater acceptance of others

IV. GROUP DYNAMICS

A Forces in groups

B. Involvement of individual in group situations

C. Group "syntality"

D. Influence of group on individual
1. Pressure to conform
2. Acceptance and rejection
3. Mutual need satisfaction and goal attainment

E. Establishing group climate for effectiveness in goal attainment

V. ROLES AND INTERPERSONAL RELATIONS

A. Superior-subordinate relationships
1. Perception of superior by subordinate
2. Perception of subordinate by superior
3. Authority and power factors
4. Leadership role of superior and its effect
a. Autocratic
b. Democratic
c. Laissez-faire
5. Dominance and dependence need factors at work in superior-subordinate relationships
6. Orientation problem in superior-subordinate relationships
a. Task orientation
b. People orientation
7. Evaluational problems

B. Peer relationships
1. Perceptions by peers of each other
2. Ambitions of peers and effect on cooperative relationships
3. Establishing climate for effective cooperation
4. Peer expectancies

C. Advisory relationships
1. Line and staff members' relationships—perceptions by each
2. Areas of working relationships
a. Recommendations
b. Suggestions
c. Approvals and disapprovals
3. Establishing climate of line and staff members to create effective working relationships

VI. ANALYSIS OF BEHAVIOR

A. Self-evaluation

B. Group evaluations of individuals in class

C. Feedback of evaluations

D. Correction of self-perception

E. Opportunity for adjustment of behavior by individual

Texts and Other Teaching Materials

From the following suggested texts and materials (or other equivalent commercially available material), select trainee and teacher materials for use in this unit. Additional materials are listed in appendix D.

Berelson, B. and Steiner, G. A. *Human Behavior: An Inventory of Scientific Findings*. New York: Harcourt, Brace, & World, 1964.

Chruden, Herbert J. and Sherman, Arthur W., Jr. *Readings in Personnel Management*. Cincinnati: South-Western, 1961.

Dudycha, George J. *Applied Psychology*. New York: Ronald Press, 1963.

Gilmer, B. Von Haller. *Applied Psychology*. New York: McGraw-Hill, 1967.

Heckman, I. L. and Huneryager, S. G. *Human Relations in Management*. Cincinnati: South-Western, 1960.

Laird, D. and Laird, E. *Practical Business Psychology*, 4th ed. New York: McGraw-Hill, 1967.

MacGibbon, Elizabeth G. *Fitting Yourself for Business*, 4th ed. New York: McGraw-Hill, 1961.

Morgan, Clifford T. *Introduction to Psychology*, 2nd ed. New York: McGraw-Hill, 1961.

Newton, R. and Green, J. H. *How to Improve your Personality*, 3rd ed. New York: McGraw-Hill, 1961.

Parkhurst, Charles G. *Business Communication for Better Human Relations*. Englewood Cliffs, N.J.: Prentice-Hall, 1961.

Russon, Allien R. *Business Behavior*, 3rd ed. Cincinnati: South-Western, 1964.

Sherif, Muzafer. *Intergroup Relations and Leadership*. New York: John Wiley & Sons, 1962.

Sterra, Adam, Wright, and Rice. *Personality and Human Relations*, 2nd ed. New York: McGraw-Hill, 1961.

Interviewing Practices (IP)

Basic Skill for: Survey Worker, Credit Clerk, New Account Clerk, Survey Worker Supervisor, Admitting Officer I, Placer, Outpatient Admitting Clerk, Hospital Admitting Clerk

Hours

Class: 1 hour daily; laboratory: 1 hour daily. Total: 30 hours

Description and Teaching Suggestions

This unit is designed to develop the trainee's ability to interview people, obtain information, and verify the obtained information as necessary. In addition, it will give trainees practice in special purpose interviews such as those for charge accounts, credit, or surveys.

After a brief introduction to basic techniques, trainees should be given intensive role-playing assignments in various types of interviews. (Demonstration interviews by experienced interviewers, either in person or on tape, should be used as models.) Each trainee should conduct several practice interviews of different types, e.g., for credit, loans, or surveys.

To assure that role playing in the laboratory sessions is as realistic as possible, trainees should prepare carefully for each interview and be guided in their respective roles. The roles prepared by the teacher should be assigned so that all trainees have several assignments as both interviewer and interviewee.

In advance of the laboratory session, trainees playing the roles of interviewees should be given application forms and resumes of the fictitious persons whom they are to portray. For example, a man who will play the role of an applicant for an automobile loan would study the applicant's income, work history, and some factors in his personal background, as well as the price and type of car being considered.

Trainees who will act as interviewers will receive credit criteria to qualify applicants for an auto loan. The interviewers, however, should not be told anything about the applicant before the interview so that the laboratory interviews will be, as much as possible, like those that actually occur at a bank or other lending institution.

Similar role playing sessions should be conducted for telephone reference and credit checks. In these sessions, trainees should have opportunities to play various roles, e.g., credit clerk, personal reference, and business reference.

Each interviewer should be rated on an interviewer rating form and a critique should be conducted by the teacher and class after each interview. Taping and playing back interviews during the critique will be very helpful, particularly to the participants who will then hear exactly how they sounded. As trainees gain experience, their increased proficiency will be reflected by improved ratings.

Standards of Achievement

1. Conduct credit or other interviews satisfactorily as judged by teacher
2. Demonstrate proficiency in interviewing as judged on interviewer rating forms and by teacher
3. Exhibit satisfactory knowledge and skill in conducting a survey interview; in discussing arrangements for a large group tour with group spokesman

Prerequisites for Study of Interviewing Practices

Trainee should have completed the "Effective Interpersonal Relations" unit, or should have had equivalent educational background or experience

Topic Outline

I. INTERVIEWS
- A. Purpose
  1. Obtaining information
  2. Evaluating background
  3. Evaluating character and personality of interviewee
  4. Providing information
  5. Maintaining good public or employee relations.
- B. Completing applications or forms
  1. Assisting interviewee
     a. To clarify information needed
     b. To fill in form correctly
  2. Checking for completeness
  3. Preparing questions from information furnished
     a. Identifying factors needing elaboration
     b. Identifying factors that will bring out more information

c. Identifying factors not clear
4. Critical areas to watch
a. Work experience
(1) Amount of time
(2) Types
(3) Financial level of compensation
b. Present financial ability
c. Prior credit repayment references

II. CONDUCTING INTERVIEWS

A. Starting the interview and establishing rapport
1. Putting applicant at ease
2. Asking first questions
a. Picking noncontroversial matter from application
b. Getting applicant to start talking
B. Guiding the body of the interview
1. Asking specific questions
2. Letting applicant talk
C. Closing the interview
1. Telling interviewee when he can expect decision or information
a. Answering applicant if interviewer can
b. Rejecting applicants diplomatically
2. Keeping good image of company
3. Timing the interview
D. Remembering key points
1. Taking notes during interview
a. Inhibiting applicant's conversation
b. Helping to remember facts
2. Writing notes after interview

III. EVALUATING RESULTS OF INTERVIEWS

A. What was learned about applicant
B. What was not learned about applicant
C. Pitfalls and remedies
1. Biases of interviewer
a. For or against certain ethnic or racial, etc., groups
b. Personal characteristics of interviewer
c. Halo effect—good traits blinding perception of faults
2. Overcoming personal biases and halo effect
a. Recognizing them
b. Compensating for them

IV. PROBLEMS IN INTERVIEWING

A. "Don'ts" in questioning applicants
1. Don't ask "yes or no" questions unless specifically needed for verification of completeness of application
2. Don't put words in applicant's mouth
3. Don't jump to conclusions
4. Don't settle for any answer—come back to main point desired by way of supplementary questions
B. Controlling the interview
1. Helping shy applicants
a. Asking open-end questions
b. Using nondirective techniques
2. Controlling the too talkative
a. Asking key questions
b. Breaking in and bringing back to main subject
c. Watching for digressions
C. Common weaknesses of interviewers
1. Talking too much
2. Guiding applicant too much
3. Dominating interview
4. Talking down to applicant
5. Failing to listen
a. Importance of listening
b. Problems in listening
c. Learning how to listen
d. Developing good listening habits

V. CHECKING REFERENCES

A. Purposes
1. Verifying information obtained from application and interview
2. Obtaining evaluation by people who know interviewee
3. Obtaining information not disclosed on application or during interview
B. References supplied by applicant
1. Letters
a. Not always honest
b. Often vague
c. May not give specific information sought
2. Personal references
3. Previous employers—best source
C. Information to be requested from references
1. Work record and salaries
2. Dependability
D. Factors to consider in evaluating replies
1. Replies are often not complete
2. Fear by replier of writing derogatory matter (libel suit possibility)
3. Vagueness
a. To cover negative factors
b. Due to inability or inattention of respondent
4. Information is often taken from records which may not tell complete story

VI. METHODS OF OBTAINING INFORMATION FROM REFERENCES

A. By letter
1. Form requests

2. Check lists
3. Individual letters

B. By telephone
   1. Reasons for effectiveness
      a. Direct contacting possibility
      b. Opportunity for asking specific questions
      c. Following up answers
      d. Picking up doubts and omissions from tone of voice
   2. Preparing questions and checklist before calling

NOTE.—Have students design a checklist.

   3. Speaking to reference
      a. Establishing rapport
      b. Being businesslike
      c. Letting reference talk freely
      d. Not putting words in respondent's mouth
      e. Finding strengths and weaknesses

C. By personal visit
   1. Arranging meeting with reference
   2. Using same principles as in telephone checks
   3. Visiting personally—more effective and elicits more information

VII. USING OUTSIDE INVESTIGATORS
   A. Getting much more personal information
      1. In applicant's neighborhood
      2. From police records
      3. Other governmental records
   B. Obtaining information on currently employed people
   C. Selecting investigating agencies—credit, personal
   D. Limitations on outside investigating
      1. May not obtain best available information
      2. Expensive

Texts and Other Teaching Materials

No single text is available that covers all course unit topics. However, appropriate chapters may be selected from the following suggested texts and materials (or other equivalent commercially available material) for use in this unit. Additional materials are listed in appendix D.

Bechman, Theodore. *Credits and Collections*, 7th ed. New York: McGraw-Hill, 1962.

Chapin, Albert F. and Hassett, George E. *Credit and Collection Principles and Practice*, 7th ed. New York: McGraw-Hill, 1960.

Receptionist and Telephone Training (RTT)

Basic Skill for: Admitting Officer I, Appointment Clerk, Receptionist, Information Clerk, Counter Clerk, Hospital Admitting Clerk, Outpatient Admitting Clerk

Hours

Class: 1 hour daily. Total: 20 hours

Description and Teaching Suggestions

This intensive unit is similar to the one appearing in the U.S. Office of Education publication, Stenographic, Secretarial, and Related Occupations/A Suggested Curricula Guide. Focus should be placed on practice in areas of work associated with each trainee's occupational field. The unit provides the background information and skills essential to good telephone technique and receptionist duties. The separation of this unit from related topics underscores the importance of these functions to the effective conduct of business operations.

The smooth functioning of an office is enhanced by the ability of personnel to use proper telephone techniques and to display courtesy to office visitors. The ability to keep appointments, effect referrals with tact, and maintain appropriate visit and appointment records improves the effectiveness of operations and reflects favorably upon the employer's standards. Films, filmstrips, tape recordings, discussions, case studies, practice on the teletrainer involving role playing, lectures by telephone company representatives, and practice in completing telephone forms are suggested as teaching aids. Projects in completing office forms and participation in simulated office experiences relating to receptionist and clerical duties, involving the entire class, are essential in developing necessary skills. Ample practice time should be allowed each trainee in the major areas of this unit.

Standards of Achievement

1. Use various types of telephone equipment for conference, sequence, and toll calls
2. Complete office forms usually associated with use of telephone
3. Demonstrate effective telephone techniques in areas of greeting, information given or received, voice control, and routing of calls

4. Greet all types of callers, make them comfortable, introduce them, provide or obtain necessary information, and refer them to proper persons (as appropriate)
5. Keep information and appointment records

Prerequisites for Study of Receptionist and Telephone Training

Trainee selection standards

Topic Outline

I. ACQUIRING BASIC TELEPHONE INFORMATION
- A. Types of telephone calls
  1. Local—unit(s)
  2. Toll—operator, direct distance dialing, centrex, direct inward dialing
     - a. Person-to-person
     - b. Station-to-station
     - c. Conference
     - d. Appointment
     - e. Sequence
     - f. Enterprise
     - g. Broad band service
- B. Effect of time zones
- C. Types of equipment
  1. PBX
  2. Call director
  3. Button phone
  4. Data phone
- D. Directories
  1. Alphabetic
  2. Classified
- E. Special services
  1. Information
  2. Weather
  3. Time
  4. Automatic answering and recording equipment
  5. Mobile service

II. DEVELOPING A PLEASANT TELEPHONE VOICE
- A. Elements of speech—tone, pitch, inflection, resonance, speed, volume
- B. Attitudes
  1. Concentrating on conversation
  2. Speaking to the person not the phone
  3. Conveying friendly, cooperative, and interested impressions

III. HANDLING CALLS
- A. Incoming calls
  1. Prompt answering
  2. Identification
  3. Screening calls
     - a. Getting information
       - (1) For whom
       - (2) From whom
       - (3) Purpose
     - b. Giving information
       - (1) Unavailability of referral or specific person
       - (2) Helpful suggestions
     - c. Transferring call
       - (1) Technique in flashing operator
       - (2) Understanding and agreement of caller to be transferred
  4. Getting information as to where to reach particular person
  5. Putting call through
  6. Taking messages—office form
  7. Terminating calls
- B. Outgoing calls
  1. Local calls
  2. Toll calls
     - a. Decision as to service desired
     - b. Use of direct inward dialing, direct distance dialing
     - c. Rapid contact with caller when party called is ready

IV. KEEPING TELEPHONE RECORDS
- A. Itemized accounting of toll calls and charges
- B. Recording conversations
- C. Keeping record of frequently called numbers

V. RECEIVING OFFICE VISITORS
- A. Appointments
  1. Greeting caller
  2. Handling details
     - a. Caring for hat and coat
     - b. Seating comfortably
     - c. Providing reading matter
     - d. Assisting in completing required forms or applications
  3. Announcement to person being visited
  4. Escorting to office in designated area
     - a. Introducing parties
     - b. Withdrawing or remaining
  5. Meeting emergencies
     - a. Handling the long wait
     - b. Making another appointment
     - c. Cancelling an appointment by telephone, by telegram, or in person
     - d. Interrupting a meeting
       - (1) Using intercom
       - (2) Unobtrusive notification

B. Unexpected callers
   1. Obtaining information, affiliation, and purpose of call
   2. Making judgements
      a. Referral
      b. Setting appointment
      c. Seeking preference of person visited
   3. Meeting preferences of person visited

VI. HOUSEKEEPING IN RECEPTION AREA
   A. Keeping order and attractiveness
   B. Providing current reading materials
   C. Checking cleaning services

VII. MANAGING APPOINTMENTS AND APPOINTMENT RECORDS
   A. Maintaining notes or reminders on desk calendars
   B. Keeping register and record of callers
   C. Updating card file of each visitor
      1. Date
      2. Time
      3. Subject
      4. Decisions
      5. Referral
   D. Previewing commitments weekly and daily
   E. Easing burden of appointments
      1. Proper scheduling—timing, overlapping, breaks
      2. Supplying background information—files, reports
      3. Preparing daily card of appointments for easy reference
      4. Making referrals

Texts and Other Teaching Materials

From the following suggested texts and materials (or other equivalent commercially available material), select trainee and teacher materials for use in this unit. Additional materials are listed in appendix D.

Agnew, Peter L. and Meehan, James R. *Clerical Office Practice.* Cincinnati: South-Western, 1961. Workbook, Achievement Tests, and Manual.

Agnew, Peter L., Meehan, James R., and Oliverio, Mary Ellen. *Secretarial Office Practice,* 7th ed. Cincinnati: South-Western, 1966. Workbook, Achievement Tests, and Manual.

Archer, Fred C., Brecker, Raymond F., and Frankes, John C. *General Office Practice.* New York: McGraw-Hill, 1963.

Lee, Dorothy, Dickinson, Tilly, and Brower, Walter. *Secretarial Practice for Colleges,* 2nd ed. New York: McGraw-Hill, 1965.

Telephone Company Pamphlets and Local Telephone Directories.

Teletrainer Equipment and Materials. Telephone Company.

Wood, Merle and McKenna, Margaret. *The Receptionist, A Practical Course in Office Reception Techniques.* New York: McGraw-Hill, 1966.

SPECIALIZED OFFICE EDUCATION UNITS

Specialized office education units are designed to provide the skills, knowledge, and attitudes needed by trainees who elect specific jobs in the occupational field. These areas of specialization are travel, services, casualty insurance practices, stock transfer and trust mail handling, hospital admission practices, and the like.

The units can be studied according to the suggested training for each position or can be selected for the individual trainee on the basis of need. These units should be especially useful for refresher or upgrading purposes, or for the continuation of specialized education by trainees in the occupational field.

Fundamentals of Cash and Credit Transactions (CCT)

Functional Knowledge for: Counter Clerk

Hours

Class: 1 hour daily. Total: 15 hours

Description and Teaching Suggestions

This unit will familiarize trainees with the day-to-day cash and credit activities of a business organization, and will acquaint them with the handling of cash transactions. They will acquire a working knowledge of cash register operations, and will receive practice in "pulling tapes," "banking out," and balancing totals. The importance of accuracy in recordkeeping will be emphasized, and the impact of records on business success or failure will be amply demonstrated.

In addition to practical training, the trainees will be grounded in the theory of credit and its place in our economic system, so as to provide them with a basic understanding of one of the most important facets of modern business practice. Also covered will be legislative restrictions and controls designed to minimize credit abuses for the protection of the system.

Teachers should supplement unit material with record forms from local industry, and utilize community industrial and commercial establishments as resource facilities for obtaining practical examples on which to base class problem assignments. Guest lecturers or discussion leaders should be obtained from among local businessmen to assist the trainees to relate classroom theory with practical application. Field trips to local supermarkets and department stores are recommended for trainee observation of credit and cashiering occupations being performed.

Standards of Achievement

1. Demonstrate understanding of the nature of credit advantages and disadvantages in our economic system
2. Explain differences among 30-, 60-, and 90-day charge accounts, revolving accounts, and budget accounts
3. Develop forms for investigating credit applicants
   a. letter form
   b. telephone inquiry
   c. interview
4. Prepare check list for insuring that proper cash register procedure is followed in:
   a. operating register
   b. reporting at end of shift or end of day
5. Itemize steps to be followed in preparation of cash deposits
6. Describe procedure for recording cash receipts, emphasizing areas of caution to insure accuracy
7. Demonstrate understanding of various types of ledgers and journals involved in cash and credit transactions

Prerequisites for Study of Cash and Credit Transactions

Trainee selection standards

Topic Outline

I. CREDIT IN OUR ECONOMIC DEVELOPMENT
   A. Definition of credit
   B. Historical bases of credit
   C. Discussion of premise: "A promise to pay is a promise to work."

II. CREDIT IN TODAY'S COMMERCIAL CLIMATE
   A. Types of credit
      1. Governmental
      2. Industrial (commercial)
      3. Personal
         a. 30-, 60-, 90-day accounts
         b. Revolving account
         c. Budget account
   B. Purpose of credit
      1. Effect on sales
      2. Deferred payment purchases
   C. Debt as a function of credit
   D. Inflation and its effect on credit

III. CREDIT TRANSACTIONS
   A. Charge sales
      1. Opening charge accounts
         a. Credit application
         b. Reference check
         c. Maintaining credit standing
      2. Recording charge sales
      3. Processing sales slips
   B. Statement of charges
   C. Credit memorandums
   D. Charge sales journal
   E. Sales journal posting
      1. Daily
      2. Weekly
      3. Month end

IV. LEGISLATIVE CONTROLS ON CREDIT
   A. Federal legislation
   B. State and local regulations

V. CASH TRANSACTIONS
   A. Cashiering
      1. Cash handling
      2. Making change
      3. Cash register operation
      4. Cash register reports
         a. Purpose
         b. Preparation
         c. Register tapes
         d. Shortages and overages
   B. Depositing cash receipts
      1. Preparing deposit slips
      2. Packaging receipts and slips for deposit
      3. Deposit receipts
   C. Recording cash receipts
      1. Itemizing
      2. Posting
      3. Proving
   D. Petty cash
      1. Purpose and use
      2. Vouchers and receipts

3. Petty cash book maintenance
4. Replenishment

NOTE.—For those trainees interested in occupations in the securities or brokerage field, the teacher might wish to cover specific relevant functions peculiar to the field as follows:

Cashier's Department—brokerage
1. Control of check flow—insurance and receiving
2. Bank balance control and maintenance
3. Borrowing and transferring funds—intra- and inter-branch
4. Maintaining process control of collateral securities
5. Preparing and maintaining periodic confirmation and reconciliation records
6. Administering petty cash fund

VI. RECORDKEEPING METHODS
- A. Purpose
- B. Elements of recording cash and credit transactions
- C. Common types
  1. Ledger accounts
  2. Journals
     a. General
     b. Cash—receipts and payments
     c. Purchases—cash and on account
     d. Sales—cash and credit
     e. Special
- D. Forms—2-, 3-, and 4-column ledger forms

Texts and Other Teaching Materials

From the following suggested texts and materials (or other equivalent commercially available material), select trainee and teacher materials for use in this unit. Additional materials are listed in appendix D.

Baron, Harold and Steinfield, Solomen C. *Clerical Record Keeping*, 2nd ed. Cincinnati: South-Western, 1965. Workbooks, Achievement Tests, and Teacher's Editions.

Barron, Allen E. and Taylor, James R. *Clerical Office Training*. Englewood Cliffs, N.J.: Prentice-Hall, 1963.

Belknap, Joel R. *The Story of Free Enterprise*. New York: Devin-Adair, 1963.

Credit Research Foundation. *Credit Management Handbook*. Homewood, Ill.: Dow Jones-Irwin, 1966.

Heiges, P. Myers; Schneider, Arnold E.; Huffman, Harry; and Stewart, Jeffrey R., Jr. *General Recordkeeping*. New York: McGraw-Hill, 1965.

Huffman, Harry; Mulkerne, Donald J. D.; and Russon, Allien. *Office Procedures and Administration*. New York: McGraw-Hill, 1965.

Travel Services (TS)

Specialized Skill for: Travel Counselor

Hours

Class: 3 hours daily. Total: 45 hours

Description and Teaching Suggestions

The work of a travel counselor, as defined in the D.O.T., consists largely of transmitting current touring information. This specialized unit for trainees intending to work as travel counselors is designed to provide practice in marking road maps for tourists. It should help the trainee develop proficiency in using a variety of sources of travel and accommodation information of concern to tourists. Practice should also be given in planning complete itineraries for travelers.

Because the information that will be needed by the travel counselor changes from time to time, the unit focuses on methods of preparing itineraries and problem solving rather than on up-to-date road and travel information.

Teachers should prepare a variety of travel problems for the class. These problems should include road marking, tolls about which the traveler should be informed, suitable lodgings and approximate lodging expense, and train, plane, bus, and ship connections, and the approximate rates for these methods of transportation.

A visit to a local automobile or travel association should be planned for the class.

Standards of Achievement

1. Demonstrate marking of domestic road map indicating points of interest, detours, and lodging locations
2. Demonstrate ability to plan a complete travel itinerary including train, bus, plane, and ship transportation connections and cost
3. Demonstrate ability to calculate approximate expenses for a cross-country trip by automobile

Prerequisites for Study of Travel Services

Completion of the "Basic Clerical Skills and Communication and Basic Language Skills" units, or demonstrated proficiencies equivalent to standards of achievement for those units

Topic Outline

I. NEED FOR TRAVEL SERVICES
- A. Association policies
- B. Membership needs

C. Difficulty of individual to obtain current and reliable information
D. Economy of travel for tourist

II. FUNCTIONS OF TRAVEL COUNSELOR
A. Select "best" routes for tourist
1. Most economical
2. Most interesting
3. Safest
4. Combinations of 1, 2, and 3
B. Know current lodging locations and rates
1. Help traveler to select according to wants and ability to afford
2. Know approximate meal and incidental travel expenses
C. Mark current available road maps
1. Current information on roads
2. Tolls—bridges, tunnels, highways, ferries
D. Obtain information about public carriers
1. Train connections and routes
2. Bus connections and routes
3. Ship connections
4. Airline connections
5. Rates for train, bus, ship, and airline travel
E. Write itinerary

III. ROAD MAPS AND INFORMATION
A. Local, state, and national road maps and atlases
B. Information about conditions or roads
C. Selection of shortest roads
D. Selection of interesting routes
E. Calculation of mileages
F. Identification of toll roads, bridges, etc.
G. How to mark road maps
1. Route
2. Points of interest
3. Lodging areas
4. Emergency repair facilities
H. How to consolidate road maps

NOTE.—Practice should be given in doing the above.

IV. PUBLIC CARRIER INFORMATION
A. Airlines guide
B. World atlas, maps, and sundry directories
C. Railroad schedules
D. Steamship arrival and departure information
E. Bus schedules
F. Excursion rates
G. Cargo rates for trucks, ships, and planes

NOTE.—Teachers should provide trainees with problems of finding specific information using a variety of carrier guides.

V. HOTEL AND MOTEL DIRECTORIES
A. Use of hotel and motel guide books
B. Locations near points of interest to traveler

VI. CALCULATING TRAVEL EXPENSES
A. Road, bridge, tunnel, and ferry tolls
B. Lodging expenses
C. Meal expenses
D. Carrier rates for traveler's baggage
E. Carrier rates for passenger travel

VII. MAKING CARRIER AND LODGINGS RESERVATIONS
A. By telephone
B. By wire
C. By letter
D. Confirmation to traveler

VIII. PLANNING AND WRITING ITINERARIES
A. Destination
B. Mileage
C. Lodgings and location
D. Public carrier connections
E. Dates and times

NOTE.—Trainees should be given practice in developing itineraries for specific problems prepared by the teacher.

IX. SPECIAL TRAVEL
A. Outside continental United States
1. Visas and passports
2. Health information
3. Currency information
4. Other important tourist information
B. Special tours
C. Group travel

Texts and Other Teaching Materials

From the following suggested texts and materials (or other equivalent commercially available material), select trainee and teacher materials for use in this unit. Additional materials are listed in appendix D.

American Hotel and Motel Association. *Hotel and Motel Redbook.* New York: American Hotel and Motel Association. Published annually.

Ingledue Travel Publications. *Hotel and Travel Index. The World-Wide Directory.* Hollywood, Calif.: Ingledue Travel Publications. Published quarterly.

International Air Traffic Tariffs Corp. *International Air Travel Tariff.* New York: International Air Traffic Tariffs Corp. Published continually.

National Railway Publication Co. *The Official Guide of the Railways and Steam Navigation Lines of the United States, Puerto Rico, Canada, Mexico, and Cuba.* New York: National Railway Publication Co. Published monthly.

Pan American World Airways, Inc. *New Horizons World Guide.* New York: Pan American World Airways, Inc., 1964.

Reuben H. Donnelley. *Official Airline Guide, Quick Reference, North American Edition.* Chicago: Reuben H. Donnelley. Published monthly.

———. *Official Airline Guide, Quick Reference, International Edition,* two parts. Chicago: Rueben H. Donnelley. Published monthly.

R. H. Acme Co. *World Air Travel Tariff*. New York: R. H. Acme Co. Published continually.

Russell's Guides, Inc. *Russell's Official National Motor Coach Guide*. Cedar Rapids, Iowa: Russell's Guides, Inc. Published monthly.

Transportation Guides, Inc. *Official Steamship Guide*. New York: Transportation Guides, Inc. Published monthly.

Travel Agent Magazine. *Travel Industry Personnel Directory*. New York: Travel Agent magazine. Published monthly.

In addition to the above materials it is suggested that the teacher have world atlases, maps, city directories, tour guides, and separate airline schedules and tariffs available for trainee use.

Mailing Machine Operation (MM)

Basic Skill for: Envelope Sealing Machine Operator I, Folding Machine Operator, Inserting-Machine Operator, Sealing and Canceling Machine Operator, Wing Mailer Machine Operator, Mailing Supervisor, Mailroom Foreman, Addressing-Machine Operator

Hours

Class or Laboratory: 1 hour daily. Total: 15 hours

Description and Teaching Suggestions

Trainees will learn the various kinds, uses, operation, and basic maintenance of machines used in preparing outgoing mail for delivery to the post office.

Discussions should cover the purpose of the individual machines—their limitations, settings, and adjustments; safety hazards; maintenance; and essential recordkeeping. Discussions should be kept to a minimum. Laboratory time should be devoted to practicing the set-up and operation of the individual machines using varied types and sizes of materials. Where schools do not have typical mailing machines for student practice, teachers of the unit should make arrangements with local volume mailing operations for the use of equipment and demonstrations.

Standards of Achievement

Demonstrate operation of several different kinds of mailing machines such as envelope sealer, wing mailer, folding, and sealing machines

Prerequisites for Study of Mailing Machine Operation

Trainee selection standards

Topic Outline

I. GENERAL
- A. The need for machines in volume mailings
- B. Necessity for proper preparation of mail
  1. Careful folding
  2. Precise insertion
  3. Uniform sealing
  4. Proper addressing
  5. Accurate weighing
  6. Correct postage
  7. Tying or bundling
- C. Recordkeeping

II. FOLDING MACHINES
- A. Sizes and capacities of various models
- B. Adjustments and settings
  1. Folding rollers
  2. Side guides
  3. Size and fold stops
- C. Operation
  1. Feeding sheets
  2. Removal of folded sheets
- D. Maintenance
- E. Practice operation

III. INSERTING MACHINES
- A. Sizes and capacities of various models
- B. Adjustments and settings
- C. Operation
  1. Stocking feed boxes
     a. Inserts
     b. Covers
  2. Removal of completed materials
- D. Maintenance
- E. Practice operation

IV. SEALING MACHINES
- A. Sizes and capacities of various models
- B. Adjustments and settings
- C. Operation
  1. Positioning of envelopes on feed tray
  2. Keeping reservoir filled with water or maintaining tape on spindles
- D. Maintenance
- E. Practice operation

V. WING MAILER MACHINES
- A. Sizes and capacities of various models
- B. Adjustments and settings
  1. Feed guides
  2. Machine spindles

C. Operation
   1. Stocking feed guides
   2. Mounting labels and spindles
   3. Water level in reservoirs
   4. Feed labels
   5. Removal of labeled materials
D. Maintenance
E. Practice operation

VI. ADDRESSING MACHINES
A. Sizes and capacities of various models
B. Adjustments and settings
   1. Set stops and selectors
   2. Adjust ink flow
   3. Adjust size guides
C. Operation
   1. Position plates, stencils, or tapes in magazine
   2. Stock loading racks
D. Maintenance
   1. Machine
   2. Plate files
E. Practice operation

VII. SCALES
A. Sizes and capacities of various models
B. Adjustments and settings
C. Operation
   1. Material on weighing surface
   2. Read weight and postage fee
D. Maintenance
E. Practice in weighing

VIII. POSTAGE METERS
A. Sizes and capacities of various models
B. Adjustments and settings
   1. Indicators for letters and numbers
   2. Imprint slug (special)
C. Operation
   1. Mounting tape on spindles
   2. Position envelopes on feed tray
D. Maintenance
E. Refilling by post office
F. Practice operation

IX. TYING AND BUNDLING MACHINES
A. Sizes and capacities of various models
B. Adjustments and settings
C. Operation
D. Maintenance
E. Practice operation

X. RECORDS
A. Machine records
   1. Frequency and type of repairs
   2. Volume handled
B. Process records
   1. Type of job processed
   2. Volume
   3. Person, section, or department for whom job was done
   4. Postage used
C. Practice in recordkeeping

Texts and Teaching Materials

No texts are suggested for this unit. Instead, teachers should have operating manuals from several mailing machine manufacturers for the machines covered by this unit available for use.

Post Office Practices (POP)

Functional Knowledge for: Mail Carrier, Rural Mail Carrier, Post Office Clerk (gov. ser.), Mail Distribution Scheme Examiner, Post Office Clerk (clerical)

Hours

Class: 2 hours daily. Total: 30 hours.

Description and Teaching Suggestions

Trainees will be introduced to the general requirements for government employees in the U.S. Post Office and to the postal regulations.

Class discussions should be encouraged and should cover the requirements, application, and tests for U.S. Post Office employees; the various jobs handled by employees; machines used in post office practices; and records maintained pertinent to such practices. Teachers should afford trainees apparatus practice using simulated post office apparatus.

Standards of Achievement

1. Demonstrate adequate knowledge of mail and post office regulations
2. Demonstrate proficiency in use of hand and machine cancellation equipment and weighing devices
3. Understand post office recordkeeping methods
4. Know how to sort mail by route method
5. Know selling procedures for money orders, Postal Savings Certificates, and U.S. Savings Stamps

Prerequisites for Study of Post Office Practices

Basic clerical skills or demonstrated skills and knowledge equivalent to standards of achievement for that unit

Topic Outline

I. GENERAL INTRODUCTION
- A. Description of post office operations
- B. Requirements for employment
  - 1. Civil service status
  - 2. Part-time or substitute status

II. MAIL CARRIER
- A. Route mailman
  - 1. Thorough knowledge of route
  - 2. Preparation of mail
  - 3. Delivery
- B. Route driver
  - 1. Location of mail boxes
  - 2. Drop locations for mailman
  - 3. Regulations for postal truck drivers

III. HANDLING LOCAL MAIL ROUTING
- A. Sorting by route
- B. Knowledge of entire postal zone
- C. Pigeon hole rack locations
- D. Sorting route mail by streets and house numbers
- E. Delivery of mail to residences

IV. HANDLING NONLOCAL MAIL ROUTING
- A. Cancellation by hand or machine
- B. Checking postage by weight, rate, and destination
- C. Sorting
  - 1. By state
  - 2. By zone

V. SELLING PRACTICES AND SERVICES
- A. Stamps, post cards, prestamped envelopes, etc.
- B. Registered mail, insured mail
- C. Parcel pack
- D. Customer services
  - 1. Postal money orders
  - 2. Postal Savings Certificates
  - 3. U.S. Savings Stamps
- E. Customer complaint handling

VI. MACHINES
- A. Types used
- B. Operation

VII. POSTAL REGULATIONS
- A. Interpretation
- B. Study

VIII. RECORDKEEPING
- A. Type and frequency
- B. Purposes
  - 1. Inventory control
  - 2. Income and expense reports

Texts and Other Teaching Materials

From the following suggested texts and materials (or other equivalent commercially available material), select trainee and teacher materials for use in this unit. Additional materials are listed in appendix D.

U.S. Post Office Department. *How to Address Mail: Excerpts from Chapter I Postal Manual. POD Publication 28.* Washington: U.S. Government Printing Office, July 1966.

———. *How to Pack and Wrap Parcels for Mailing: Excerpts from Chapter I Postal Manual. POD Publication 2.* Washington: U.S. Government Printing Office, November 1965.

———. *How to Prepare Second and Third Class Mailings: Excerpts from Chapter I Postal Manual. POD Publication 21.* Washington: U.S. Government Printing Office, July 1966.

———. *International Mail. POD Publication 51.* Washington: U.S. Government Printing Office, May 1967.

———. *National Zip Code Directory. POD Publication 65.* Washington: U.S. Government Printing Office, January 1966.

Additional information materials are available upon request from local U.S. Post Offices.

Shipping Regulations and Procedures (SRP)

Specialized Knowledge for: Traffic Manager II

Hours

Class: 1 hour daily; laboratory: 2 hours daily. Total: 90 hours

Description and Teaching Suggestions

This unit will answer the needs of trainees with career objectives in shipping and receiving jobs or in traffic management positions. The unit is largely concerned with developing knowledge and practice in shipping and traffic department office recordkeeping, origination of documents for shipping, and tariffs. It also allows for developing familiarity with the various methods used for preparing shipments, the regulations published by various carriers, including the post office, and a working knowledge of tariff reference sources for both domestic and international shipments.

The emphasis in this unit should be on the "how to" of choosing methods of shipment, abiding by carrier and customer regulations and specifications

for packaging (packing) and shipment, and providing for insurance of shipment. Teachers should therefore limit lectures to the introductory phases. It is suggested that teachers have available for trainee practice as many of the documents, rate guides, tariffs, and classifications as possible. Shipping problems should be prepared by the teacher in advance for study and homework assignments.

Field trips to major shippers, carriers, and large post offices are suggested for first hand observation and report of shipping and freight handling practices.

Visual presentations by slides, filmstrips, and motion pictures are suggested to increase trainee familiarity with forms, material handling, and packaging methods. Representatives from the post office, various carriers, and manufacturers of containerboard packings should be asked to give special presentations to the group. Discussions by trainees should be encouraged through the unit.

Trainees can be evaluated using objective tests and work done on practice problems.

Standards of Achievement

1. Describe suitable materials for packing solids, liquids, and fragile items for shipment
2. Prepare sample bill of lading, express receipt, United Parcel Service manifest, etc.
3. Prepare simple rate chart from one to ten other cities (at least two international), showing costs via different modes of shipping
4. Compute weight break point on different modes of shipping
5. Determine insurance costs on sample shipments via different modes of shipping
6. Determine whether shipper or carrier should load or unload various kinds of sample shipments
7. Know advantages and disadvantages of various shipping methods
8. Select proper acid or explosive labels for sample shipments
9. Select best method of shipping various materials between different points
10. Understand the use of various shipping references and classifications
11. Know proper procedures in preparing material for shipment
12. Understand the purpose and use of various shipping documents and forms for domestic shipments
13. Understand the basic differences between domestic and international shipments
14. Understand the role of regulatory agencies governing different methods of shipment

Prerequisites for Study of Shipping Regulations and Procedures

Completion of "General Office Education" units as suggested, or demonstrated proficiencies equivalent to standards of achievement for those units

Topic Outline

I. IMPORTANCE OF TRAFFIC FLOW AND ADHERENCE TO SHIPPING REGULATIONS
- A. Importance of proper traffic flow
  1. For expeditious dispatch of materials
  2. For customer service
  3. For cost reduction—production, avoiding spoilage, etc.
- B. Inventory control
  1. Relationship to traffic flow
  2. Procedures compatible with shipping regulations and procedures
- C. Need for documenting traffic movement
  1. Invoicing
  2. Claims
  3. Tracing
- D. Regulatory agencies and their functions
  1. Interstate Commerce Commission
  2. Federal Aviation Agency
  3. Civil Aeronautics Board
  4. U.S. Customs
  5. U.S. Public Health Service
  6. U.S. Department of Commerce
  7. State governmental agencies
- E. Reasons for shipping regulations
  1. Protection of receiver
  2. Protection of shipper and other shippers
  3. Protection of carrier
  4. Customer or receiver requirements
     a. Private sector—individual
     b. Industrial sector
     c. Military specifications
  5. Protection of other goods
- F. Importance of adhering to specific shipping regulations
  1. Customer retention
  2. Production or business loss
  3. Safety of persons involved—shipper, carrier, and receiving personnel
  4. Legal and carrier requirements
  5. Insurance company requirements
  6. Law suits

II. THE CARRIERS
- A. Definition
  1. Common
  2. Contract

B. Responsibilities
   1. To shipper
   2. To consignee
   3. To carrier's personnel
   4. To transhippers
   5. To other carriers
   6. To government—legal requirements

C. Types of carriers
   1. Truck
   2. Railroad
   3. Air freight
   4. Steamship
   5. Bus package
   6. Parcel delivery
   7. Messenger
   8. Post office
   9. REA

D. Carrier regulations for shipments
   1. Uniform Freight Classification
   2. National Motor Freight Classification
   3. Interstate Commerce Commission regulations
   4. U.S. Post Office Department manuals of standards and rules
   5. Official Express Classification

NOTE.—The teacher should familiarize the trainees with these publications by having copies available. No attempt should be made to study the various regulations in detail. However, trainees should develop skill in finding where the appropriate regulations of various carriers, governing shipment of a particular commodity or item, may be found and how to look into the details. The "Texts and Other Teaching Materials" section of this unit and the "Sources of Educational Materials" appendix should be consulted for obtaining copies of the items referenced above.

III. SHIPPING TERMINOLOGY

A. COD and prepaid
B. Bills of lading—uniform straight, order
C. Waybills and manifests
D. FOB—origin and destination
E. CIF
F. CL and LCL
G. Demurrage
H. Arrival notices
I. Commodity class and rates
J. Pooling—pools, pool cases, etc.
K. Freight forwarders, consolidators, etc.

NOTE.—Only the more common terms have been listed above. Teachers should refer trainees to the various classifications and regulations for expansion of terminology, since these sources contain definitions and glossaries.

IV. TARIFFS

A. Tariffs defined
B. Rates
   1. How established
   2. Specific duties
   3. Ad valorem duties
   4. Graduated rates

C. Variations
   1. Air
      a. Air Express Tariff
      b. Official Air Transport Restricted Articles Tariff No. 6–C
   2. Rail
      a. Tariff No. 15 (railroads—covering explosives and dangerous articles)
      b. Freight Container Tariff Series
   3. Motor
      a. Motor Carriers' Explosive and Dangerous Articles Tariff No. 12
      b. Southern Freight Association Container and Loading Rules Tariff 823—Series
   4. Steamship

V. SHIPPING RATES

A. As found in tariffs
B. As found in freight rate guides
C. As determined by carrier
D. Comparing shipping rates
   1. On basis of nature of item to be shipped—commodity class
   2. Quantity—weight or volume, CL, LCL, etc.
   3. Shipping distance—miles, zones
   4. Consolidated shipments
   5. Comparison of one mode versus others
      a. REA versus motor carrier
      b. Parcel post versus United Parcel Service
      c. Air versus truck

E. Break points and comparisons

VI. FOREIGN TRADE

A. Export procedure
   1. Shipper's export declaration
   2. Consular invoices
   3. Commercial invoices
   4. Certificate of origin
   5. Bills of lading
   6. Proper channels for forwarding documents

B. Exchange controls
C. Import quotas and license restrictions
D. Export subsidies
E. Blocked currency systems
F. Types of international barter agreements

VII. CHOOSING METHODS OF SHIPPING

A. Air, mail, rail, motor, or steamship
   1. Determine factors
   2. Advantages and disadvantages of each

B. Rates (see topic V)

C. Urgency of delivery
D. Distances and customer locations
   1. Domestic customers
   2. International customers
E. Packaging and handling requirements
F. Break points
G. Type, size, weight, and bulk or volume of items to be shipped
H. Customer preferences

VIII. PACKAGING MATERIALS FOR SHIPMENT

A. Methods of packaging
   1. Bags, bales, and bundles
   2. Baskets, boxes, and cabinets
   3. Cans, in cars, cases, and crates
   4. Cylinders, drums, tubes, and rolls
   5. Loose methods
   6. Packages (as specified in the classification)
   7. Trunks and pails
   8. Miscellaneous
B. Outer packing materials
   1. Wood
   2. Corrugated paper and fibreboard
   3. Metal, plastic, and glass
   4. Cloth
C. Inner packing materials
   1. Paper—shredded and wadded
   2. Corrugated paperboard and fibreboard
   3. Styrofoam and other plastics
   4. Special and miscellaneous materials
D. Combination of materials
E. Shipments containing combinations of packaging
F. Palletizing
G. Packaging explosives, dangerous articles, and contaminants
H. Strapping and banding practices
I. Hand versus machine packaging
J. Penalties on shipper for failing to package and identify commodity or material properly (see freight classification rules)

IX. FREIGHT SERVICE AND RATES

NOTE.—The various freight guides and classifications should be consulted by trainees to solve shipping problems concerning rates prepared in advance by the teacher.

A. Class rates
B. Commodity rates
C. Quantity rates
D. Packaging factors in rates
E. Freight service—speed, care, routing, and rerouting
F. Penalties for failure to comply with regulations

X. USING THE U.S. MAIL FOR SHIPMENTS

A. Special postal services and rates
   1. Air parcel
   2. Educational materials
   3. Special handling
   4. Special delivery
   5. Combination mailing
   6. Certificate of mailing
   7. Pool cases
   8. Certified and registered mail
   9. Insured mail
   10. Return receipt requests
B. Bulk mail procedures
C. Stamping and imprinting procedures
D. Classes of mailing and rates
   1. First-, second-, third-, and fourth-class mail
   2. Specifications, limitations, and regulations
E. Postal regulations
   1. Postal manual—Chapter 1
   2. Special regulations—explosives, fruit, vegetables, etc.
F. International mail
G. Addressing and labeling practice
H. Postal documentation
   1. Receipts for parcels and envelopes
   2. Receipts for charges
   3. Certificates
   4. Miscellaneous receipts

XI. SHIPPING PROCEDURES

A. Inspection of shipment
   1. Quantity—counting, weighing, and measuring
   2. Size or volume
   3. Type of nature of items
   4. Adherence to customer's (military or manufacturing) specifications for packaging
B. Condition and correctness of assembled order of packages, pallets, bundles, etc.
C. Adequacy of packing (see freight classification rules)
D. Identification of packages, bundles, or groups—1 of 3, 2 of 5, 5 of 5, etc.
E. Comparison of items (packages, bundles, bales, etc.) with shipping document and shipping order
F. Checking of consignee address
G. Obtaining rates and rate comparisons
H. Shipping by method of preference in shipper's location
I. Handling of shipment in shipper's location

XII. DOCUMENTATION OF SHIPMENTS

A. Shipper's order

B. Documents for carriers
   1. Uniform straight bill of lading
      a. REA express
      b. Motor carrier
      c. Railroad
      d. Steamship
   2. Order bill of lading
   3. Sight draft
   4. Government bill of lading
   5. Manifests
      a. REA
      b. Consolidators
      c. United Parcel Service
   6. Air freight waybill
   7. Notifications—arrival notices, etc.
   8. Express receipts
      a. Rail
      b. Air
      c. Motor
   9. Others

   NOTE.—Teachers should have samples or copies of many of these documents available for trainee practice in completing.

C. Prepaid and collect shipments documentation
D. Neatness, accuracy, and completeness of shipping documents
E. Coordination of documents with traffic and bookkeeping departments
F. Insurance
   1. REA express—rail and air
   2. Parcel post
   3. Motor carrier
   4. United Parcel Service
   5. Railroad
   6. Air freight
   7. Marine shipments
G. Special documents for international shipments
   1. Export license
   2. Government approvals
   3. Consular declarations
   4. Import licenses
   5. Others agreed upon by contract or required by countries of origin or destination
H. Certificates required by carriers—boxes, packages, etc.
I. Follow-ups, tracers, and other forms
J. Loss and damage claim forms—against carriers or shippers

XIII. LOADING AND UNLOADING PRACTICES
   A. Shipper loading—advantages and disadvantages
   B. Consignee unloading—advantages and disadvantages
   C. Carrier loading or unloading—advantages and disadvantages
   D. Effect on shipping costs of subtopics A, B, and C
   E. Protection against damage, theft, spoilage, and linkage
   F. Safety requirements

XIV. ADDRESSING AND LABELING
   A. Outside address
      1. Ultimate consignee
      2. Intermediate consignee
   B. Inside address
   C. Caution labels
      1. Perishable merchandise
      2. Fragile merchandise
   D. Labels on explosives

Texts and Other Teaching Materials

From the following suggested texts and materials (or other equivalent commercially available material), select trainee and teacher materials for use in this unit. Additional materials are listed in appendix D.

Agnew, Peter L. and Meehan, James. *Clerical Office Practice*, 3rd ed. Cincinnati: South-Western, 1961.

Archer, Fred; Brecker, Raymond; and Frakes, John. *General Office Practice*, 3rd ed. New York: McGraw-Hill, 1968.

Association of American Railroads. *Official Rate Classification Book*. Washington: Association of American Railroads.

Bullinger's Guides, Inc. *Bullinger's Postal and Shipping Guide*. New York: Bullinger's Guides, Inc. Issued periodically.

Express Audit Co. *Express and Parcel Post Comparative Rate Guide*. Providence, R.I.: Express Audit Co. Issued periodically.

Friedman, Sherwood and Grossman, Jack. *Applied Clerical Practice*, 2nd ed. New York: Pitman Publishing Corp., 1962.

Interstate Commerce Act, The U.S. Code. Washington: U.S. Government Printing Office, 1964.

Leonard, G. R. & Co. *Leonard's Guide for Parcel Post, Express, Freight, Rates, and Routing*. New York: G. R. Leonard & Co. Issued periodically.

Locklin, D. Philip. *Economics of Transportation*. Homewood, Ill.: Richard D. Irwin, Inc., 1960.

National Motor Freight Traffic Association. *National Motor Freight Classification*. Washington: National Motor Freight Association. Issued periodically.

Price, Ray; Musselman, Vernon; Hall, J. Curtis; and Weeks, Edwin. *General Business for Everyday Living*, 3rd ed. New York: McGraw-Hill, 1966.

Railway Express Agency. *Breaking Point Charts*. New York: Railway Express Agency, Inc. Issued periodically.

———. *Official Express Classification*. New York: Railway Express Agency, Inc. Issued periodically.

———. *Air Express Tariff No. 1*. New York: Railway Express Agency, Inc. Issued periodically.

Reed, Clinton A., Conover, Hobart H., and Stearns, Robert E. *Introduction to Business*. Boston: Allyn & Bacon, 1963.

Trade Service Publications, Inc. *International Shipline Guide*. Los Angeles: Trade Service Publications, Inc. Issued periodically.

Uniform Classification Committee. *Uniform Freight Classification*

and Supplements. Chicago: Uniform Classification Committee. Issued periodically with supplements.

U.S. Department of Commerce. *Essential United States Foreign Trade Routes*. Washington: U.S. Government Printing Office, 1963.

U.S. Postal Department. *Directory of International Mail*. Washington: U.S. Government Printing Office. Issued periodically.

———. *Directory of Post Offices*. Washington: U.S. Government Printing Office. Issued periodically.

———. *National Zip Code Directory*. Washington: U.S. Government Printing Office. Issued periodically.

———. *United States Official Postal Guide*. Washington: U.S. Government Printing Office. Issued periodically.

Casualty Insurance Practices (CIP)

Functional Knowledge for: Placer

Hours

Class: 1 hour daily; laboratory: 1 hour daily. Total: 60 hours

Description and Teaching Suggestions

Trainees will learn certain general principles of insurance and insurance organizations, applicable regulations, and markets for insurance. They will learn how an insurance placer acts as a representative of a licensed insurance agent or broker to secure insurance coverage or obtain binder coverage of risks from insurance companies for his employer's clients. Although insurance placers do not require licensing, the teacher should emphasize the importance to trainees of learning as much as possible about insurance practices.

During laboratory sessions, the teacher should provide trainees with opportunities to play the roles of placer, broker, and insurance company representative in handling placement of typical coverages. Sample policies and related documents should be used wherever possible.

Standards of Achievement

1. Demonstrate knowledge of types and purposes of casualty insurance and coverages
2. Demonstrate understanding of basic insurance terminology

Prerequisites for Study of Casualty Insurance Practices

Trainee selection standards

Topic Outline

I. CAREER OPPORTUNITIES FOR INSURANCE PLACERS
  A. Personality and character traits
  B. Activities
    1. Serving insurance broker, agent, or company
    2. Serving large buyers of insurance
    3. Working with various types of insurers
  C. Career opportunities
    1. Agent or broker
    2. Underwriter
    3. Manager of insurance department of large industrial corporation
    4. Best opportunities—property and casualty insurance fields

II. INSURANCE FACTORS AND TERMINOLOGY
  A. Risk
    1. Fortuitous event
    2. Hazard—inherent condition
    3. Peril—causal effects
    4. Chance of loss—probability of events
    5. Measuring degree of risk—law of large numbers
    6. Separation into homogeneous units
  B. Shifting risk—the insurance contract
    1. Uncertainty and inability to assume financial burden
    2. Insurance contract
      a. Indemnification
      b. Subject to general law of contracts
    3. Insurable interest
    4. Misrepresentation
    5. Warranty
  C. Requirements before issuance of policy
    1. Application—status of applicant
    2. Declarations—information about insured risk
    3. Binder—temporary contract pending issuance of policy
    4. Agents binding privilege subject to acceptance
    5. Time limits of binders
  D. Policy detail
    1. Rights and duties of policyholder and company
      a. Name of insured, period of coverage, amount of insurance, nature of the risk, premium, time of payment, expiration date

b. Defines insuring agreement—exclusions under policy, obligations
2. Contract limited to face amount
a. Valued policies—exception to rule
b. Policy limits—fire, auto, life, etc.

E. Commonly used terms in various insurance policies
1. Mortgagee
2. Assignment and exceptions to assignments
3. Coinsurance—various percentage conditions
4. Acts of God
5. Deductibles
6. Restoration
7. Grace period
8. Incontestability clause and period
9. Vacancy
10. Cancellation
11. Beneficiary
12. Options
13. Suicide and double indemnity clauses

F. Policy endorsements (riders)—printed forms amending policy coverages
1. Adding coverage
2. Altering coverage
3. Endorsement superseding the policy provisions

G. Underwriter—specialist in company office in each type of insurance
1. Analyzes daily report or application
2. Determines proper rate classification
3. Determines company financial capacity to absorb the risk
4. Determines necessity for reinsurance for safe distribution of risks

H. Reinsurance
1. Offers safe medium for distribution of risks
2. Increases company capacity to write more business
3. Prevents strain on agency-company relationship
4. Provides methods for placing reinsurance
5. Depends heavily on placer in facultative reinsurance market

III. BASIC PURPOSES AND AREAS OF INSURANCE

A. Insurance functions
1. Economic aspects—replacement of loss
2. Sharing of loss—law of large numbers
3. Selection of risks of loss
a. Gradation of risks into similar hazards or exposure to loss
b. Hazards or exposure that run counter to principle of loss distribution—how handled
4. Certain disasters—included and excepted

B. Financial functions and factors
1. Investment of insurance company funds to pay future losses or return premiums
2. Requirement for skilled investors of insurance funds—collectively have significant effect on economy
3. Control of insurance company investments by state insurance departments
4. Advance payment of premiums
5. Spread of loss on accepted risks to other companies

C. General divisions of insurance
1. Government areas of coverage that private insurers may not provide
a. Competitive areas of coverage
(1) Crop insurance—Federal
(2) Workmen's compensation insurance—State
b. Noncompetitive areas of coverage
(1) Servicemen's life insurance—Federal
(2) Social Security—Federal
(3) Medicare—Federal and State
(4) Deposit insurance (banks)—Federal
(5) Unemployment—State
2. Private areas of insurance coverage
a. Life and related insurance
b. Casualty
c. Property
d. Surety
e. Miscellaneous

IV. FIELDS OF INSURANCE

A. Classification by insurance laws—must meet organization and capital requirements

B. Traditional forms of fire and marine insurance coverage
1. Fire (standard policy) and other related property coverages
2. Motor vehicle and aircraft physical damage
3. Inland marine and transportation risks
4. Marine

C. Traditional forms of casualty and surety insurance coverage
1. Casualty lines—liability, etc.
2. Fidelity and surety—guarantee
3. Credit—commercial bad debt

D. Package forms of fire and casualty insurance coverage
1. Purposes
a. Insurance of loss caused by several kinds—traditionally insured separately

b. Convenience plus reduction in cost by multiple coverage
c. Eliminates limitations found in individual policy forms

2. Types
a. Automobile
b. Homeowner's
c. Commercial
d. Retrospective policies—experience rated
e. Wrap-up policies—special multiple perils

E. Compulsory forms of insurance—financial responsibility laws
1. Automobile insurance—liability and property damage
2. Workmen's compensation—all States

V. GOVERNMENT REGULATION OF INSURANCE COMPANIES

A. Companies chartered and regulated by State laws
1. Policy provisions, rates, and expenses
2. Capital and surplus requirements
3. Qualifications of brokers and agents
4. Control of investments, valuation of assets, and incurred liabilities

B. Separation of life and casualty insurance companies
1. Life companies—handle life and health fields
2. Property and casualty companies—handle all other types of insurance

C. Requirements for filing with State bureau or department of insurance
1. Standard fire insurance policy (almost all States)
2. Life and accident and health policy forms
3. Other lines—filings of forms not mandatory
4. Tariff rates—fire and casualty insurers
a. Rating organizations
b. Statistical collection bureaus
5. Nontariff rates—fire and casualty insurers
a. Nonboard companies
b. Direct writing companies
c. Special filings—individual risk rates
6. Manual of rates—types of risks
7. Term policies
a. Less than one year
b. Over one year
8. Financing of installment premiums

VI. INSURANCE COMPANIES AND PRACTICES

A. General divisions of private insurers
1. Proprietary types—stock corporation
a. Capital stock companies—stockholders
b. Lloyd's—example of association of individual underwriters
c. Self-insurer

2. Cooperative types—nonstock enterprises
a. Mutual corporations
(1) Nonprofit type structure
(2) Distribution of dividends
b. Reciprocals—property and casualty insurers
(1) Organized for group benefit
(2) Attorney-in-fact operation
(3) Insure each other but not themselves

B. Sales personnel—agencies and functions
1. Agents
a. Require license
b. Write business for capital stock and mutual companies
c. Work under contract as representative
(1) Of one company
(2) Of more than one company
d. Power to bind company
(1) May be automatic
(2) Refusal of being bound may be reserved by represented company
e. Act as middlemen between buyer and company

2. Brokers
a. Require license
b. Represent insured—shop for best coverage for client
c. May deal with agent instead of directly with company
d. Responsible to insuring company for premiums collected
e. Write business for capital stock and mutual companies—general agents or surplus line brokers

3. General agents
a. Territorial supervisory agent for insurer
b. Volume of business
c. Assumption of responsibilities of insuring company
d. Subagents
e. Development of brokerage accounts
f. Commission structure

4. Surplus line brokers or agents
a. Special license requirements
b. Handling of insurance coverage
(1) Where authorized market is limited
(2) Special coverage not written by authorized insurers

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5. Direct writing insurer—capital stock and mutual companies
   a. Branch office operation
   b. Rate structure
   c. Acquisition costs
   d. Competitive areas
   e. Handling of compulsory coverage problems
6. Mutual and capital stock company comparisons
   a. Rates
   b. Dividend payments
   c. Nonassessable policies
   d. Risk selection
   e. Premium refund policies
   f. Methods of solicitation of business
   g. Coverages

Texts and Other Teaching Materials

From the suggested texts and materials listed below (or other equivalent commercially available material), select trainee and teacher materials for use in this unit. Additional materials are listed in appendix D.

Elliott, Curtis M. *Property and Casualty Insurance.* New York: McGraw-Hill, 1960.

Gregg, Davis W. *Life and Health Insurance Handbook.* Homewood, Ill.: Dow Jones-Irwin, Inc., 1966.

Long, John D. and Gregg, Davis W. *Property and Liability Insurance Handbook.* Homewood, Ill.: Dow Jones-Irwin, Inc., 1966.

Mehr, Robert I. and Commack, Emerson. *Principles of Insurance.* Homewood, Ill.: Richard D. Irwin, Inc., 1961.

Mowbray, Albert H. and Blanchard, Ralph H. *Insurance,* 5th ed. New York: McGraw-Hill, 1960.

Winter, William D. *Marine Insurance,* 3rd ed. New York: McGraw-Hill, 1964.

Stock Transfer and Trust Mail Handling (STM)

Basic Knowledge for: Trust Mail Clerk

Hours

Class: 1 hour daily. Total: 20 hours

Description and Teaching Suggestions

This unit will introduce the trainee to the methods and procedures employed in transferring stock holdings and to the precautions to be observed when mailing trust documents. The trainee will become familiar with the introduction of stocks into our economy and their importance to the maintenance and growth of our free enterprise system. Supplementing lecture and discussion, trainees will spend laboratory time in simulated stock transfer operations and follow through the actual steps and recordkeeping involved in effecting transfers and trust mailings. The relation of the transfer and mailing activity to the initial purchase by the client and the ultimate mailing of the security by the broker will be covered for the trainee. Unit hour allocation should be prorated by the teacher so as to maximize laboratory time and thereby permit each trainee ample practice in the mechanics of the activity. If practicable, field trips to brokerage houses or financial institutions should be arranged so that trainees will be given the opportunity to relate classroom theory and simulated problems to operations. Resource people from the fields of brokerage and banking might be invited to be guest lecturers or group discussion leaders. Periodic quizzes are suggested to determine those areas requiring increased emphasis.

Standards of Achievement

1. Define various types of securities
2. Understand origin and necessity for stocks and bonds
3. Draw up set of transfer instructions for a particular security
4. Prepare written or diagrammatic flow chart from stock purchase to ultimate mailing
5. List requirements necessary to effect legal transfers
6. Set up simulated broker's stock record for minimum of six clients
7. Explain function of a drop area

Prerequisites for Study of Stock Transfer and Trust Mail Handling

Completion of a basic clerical preparation program

Topic Outline

I. GENERAL INTRODUCTION
   A. Definition of securities
      1. Stocks—preferred and common
      2. Bonds and debentures
   B. Growth and development of secured investments and their importance to our economy
   C. Applicable SEC regulations covering purchase and transfer of stock

II. STOCK TRANSFER PROCEDURE
- A. Transfer instructions
  - 1. Definition
  - 2. How created
- B. Matching transfer instructions with proper securities
- C. Transfer agent
  - 1. Definition
  - 2. Responsibilities
- D. Stock
  - 1. Denominations
  - 2. Classification
  - 3. Registration
    - a. Forms
    - b. Nominee
    - c. Requirements for effecting legal transfers
  - 4. Street stock—advantages and disadvantages of retention of securities by a broker for his customers
  - 5. Endorsement
    - a. Assignment area
    - b. Attorney appointment area
    - c. Signature guarantee (NYSE rule)
    - d. One and the same guarantee

III. RECORDING TRANSACTIONS
- A. Basic forms and stamps for assignment
  - 1. Transfer to name of broker
  - 2. Transfer to name of client
- B. Account numbers and entries
  - 1. How used by broker and bank effecting transfer
  - 2. As control by broker of securities retained for customers
- C. Maintenance of records listing certificate numbers and dates of issuance

IV. TAX WAIVERS AND TAX STAMPS
- A. Definition and example of tax waiver
- B. Discussion of sale and change of ownership
- C. States and Canadian Provinces charging tax
- D. New York transfer tax
- E. Use of tax paid stamp

V. TRUST MAILINGS
- A. Nonnegotiable mail direct
- B. Definition and examples of central drop areas
- C. New York area
  - 1. American Stock Exchange
  - 2. Curb drop
- D. Central certificate service (proposed)
- E. Transfer agent facilities
  - 1. Window tickets
  - 2. Cancellation
  - 3. Reissuance
  - 4. Registrar

Texts and Other Teaching Materials

There are no standard texts available covering the subject area in this unit. However, interested teachers can obtain pamphlets and other material relating to the subject from member firms of the N.Y. Stock Exchange.

Association of Stock Exchange Firms. *Handbook on Stock Transfers.* New York: Association of Stock Exchange Firms. Current edition.

New York Institute of Finance. *Requirements for the Transfer of Securities.* New York: New York Institute of Finance. Current edition.

Hospital Admission Practices (HAP)

Functional Knowledge for: Admitting Officer I, Outpatient Admitting Clerk, Hospital Admitting Clerk

Hours

Class: 1 hour daily. Total: 30 hours

Description and Teaching Suggestions

Trainees will be given an overview of the routine activities in hospital and outpatient clinic admissions offices. They will become familiar with the forms used in connection with admission procedures and will receive practice in completing these forms on the typewriter. The teacher should aid the trainees in recognizing the importance of standard admissions practices and the position of the admitting function within the hospital or clinic organizational structure. Trainees will develop skill in handling receptionist and telephone techniques (in the medical context) because they are commonly considered part of the admission office responsibilities in smaller hospitals and outpatient clinics.

This should be a "doing" unit, insofar as possible, with discussion techniques applied liberally only where necessary to introduce and evaluate activities. Trainees should use copies of actual hospital admission forms in their study of this unit and should prepare these forms on a typewriter or from dictation if

they possess this skill. Multiple carbon packs should be used as they are normally employed in regular hospital procedures. Typewriting, actual telephone use, role playing, and hospital visits are essential to provide practical mastery of the subject matter. On-the-job training should be included either concurrently with the instruction or immediately following the completion of the course unit.

Standards of Achievement

1. Prepare accurate and usable typewritten hospital forms in single- and multiple-copy arrangements
2. Respond confidently and correctly to case studies and role-playing situations requiring appropriate human relations techniques and applied professional ethics
3. Observable professionalism in approach to study and practice of hospital medical activities

Prerequisites for Study of Hospital Admission Practices

Trainee selection standards

Topic Outline

I. IMPORTANCE OF STANDARD ADMISSION PRACTICES
- A. Need for predetermined policies
  - 1. Reflection of board policies
  - 2. Maintenance of good public relations
- B. Need for written policies
  - 1. Guide for admitting officer and clerks
  - 2. Facilitate training and indoctrination of new employees
  - 3. Expedite handling of patients
  - 4. Reduce error
  - 5. Maintain consistency in handling patients

II. ORGANIZATION OF ADMITTING DEPARTMENT
- A. Governing factors
  - 1. Number of beds
  - 2. Types of medical cases accepted
    - a. Short-term—acutely ill
    - b. Long-term—convalescent
  - 3. Source of revenue
    - a. Primarily patient charges
    - b. Endowment or governmental appropriations
  - 4. Physical location of hospital areas
- B. Organization structure
  - 1. Governing board
  - 2. Hospital administrator
  - 3. Admissions—person responsible
    - a. Admitting officer
    - b. Administrator
    - c. Bookkeeper
    - d. Credit manager
    - e. Medical record librarian
    - f. Nursing supervisor
    - g. Office manager
    - h. Social service worker

III. QUALIFICATIONS OF ADMITTING PERSONNEL
- A. Personal qualifications
  - 1. Common sense
  - 2. Dependability
  - 3. Personality
  - 4. Proficiency in handling people
  - 5. Cooperativeness
  - 6. Initiative
  - 7. Maturity
  - 8. Emotional stability
- B. Professional ethics
  - 1. Handling confidential information
  - 2. Legal responsibilities
  - 3. Privileged communications

IV. ADMISSION PROCEDURES
- A. Advance registration of patients
  - 1. Verification of staff privileges of attending physician
  - 2. Verification of nature of illness with respect to hospital or clinic specialties
  - 3. Relaying hospital information to patients
  - 4. Preadmission registration form
  - 5. Confirmation of reservation
  - 6. Cancellation of reservation
- B. Routine admission practices
  - 1. Admission order
  - 2. Admission record
  - 3. Ledger card
  - 4. Current patient roster
  - 5. Insurance forms and assignment of benefits to hospital
  - 6. Assignment of benefits to medical personnel
  - 7. Admission summary sheet—daily floor census
  - 8. Consent to operation, anesthetic, or other medical services
  - 9. Identification bands
- C. Other forms or records
  - 1. Religious preference card
  - 2. Physician's preference card
  - 3. Personal valuables list
  - 4. Order of transfer
  - 5. Notice of transfer
- D. Medicare records
- E. Emergency admissions

F. Notifications of admission
   1. Clergy
   2. Physician
   3. Others

V. RECEPTIONIST ACTIVITIES
   A. Greeting visitors and patients
   B. Dealing with people with problems
      1. Patients
      2. Family and friends of patients
      3. Physicians
      4. Other hospital personnel
      5. Salesmen
      6. News media personnel
   C. Knowing key hospital personnel
   D. Routing callers
   E. Giving information to callers
      1. Authorized information
      2. Declining unauthorized requests
   F. Release of information to news media
   G. Introductions
      1. Patients to nurse, guide, or ward clerk
      2. Man to woman
      3. Two women
      4. Two men
      5. Clergymen
   H. Miscellaneous duties
      1. Issuing visitors' passes
      2. Delivery of mail to patients
      3. Delivery of flowers and packages to patients
      4. Making appointments

VI. TELEPHONE TECHNIQUES
   A. Telephone personality
      1. Voice
      2. Manner—poise and confidence
   B. Incoming calls
      1. Promptness
      2. Accuracy in obtaining and recording complete information
      3. Transferring calls
   C. Outgoing calls
   D. Switchboard operation
   E. Doctors' auto-call
   F. Paging systems
   G. Patient calls
      1. Incoming
      2. Outgoing

Texts and Other Teaching Materials

Much of the teaching material for use in this unit should be obtained from local hospitals and clinics. In addition, trainee and teacher materials may be selected from the following list (or other commercially available material). Other materials are listed in appendix D.

Agnew, Peter L. and Atkinson, Phillip S. *Medical Office Practice.* Cincinnati: South-Western, 1966. Laboratory practice set.

Bredow, Miriam. *Handbook for the Medical Secretary,* 4th ed. New York: McGraw-Hill, 1966.

Briggs Printing Co. *Briggs Printed Hospital Forms.* Des Moines, Iowa: Briggs Printing Co. Sample hospital forms.

Frederick, P. and Towner, C. *The Office Assistant in Medical Practice.* Philadelphia: W. B. Saunders, 1960.

Frenay, Sister Mary Agnes Clare. *Understanding Medical Terminology.* St. Louis: Catholic Hospital Association. No date available.

Pendery, John A. *Professional Projects.* Cincinnati: South-Western, 1962. Key.

Root, K. B. and Byers, E. E. *Medical Typing Practice.* New York: McGraw-Hill, 1962.

Russon, Allien R. *Business Behavior,* 3rd ed. Cincinnati: South-Western, 1964.

ADMINISTRATIVE OFFICE EDUCATION UNITS

Administrative office education units are studies designed primarily for those trainees assuming supervisory duties in the field.

These units of study are useful for those trainees seeking positions of greater responsibility in their occupations, and for refreshing and upgrading skills of trainees presently employed in supervisory or managerial capacities. All units have elements of management and administration incorporated indicating that the enrollee in the unit will be responsible for the direction of other employees.

Basic Training Methods and Practices (BTM)

Basic Skill for: Private Branch Exchange Service Advisor, Contract Clerk Training Supervisor, and All Level III Jobs Except Carriers Foreman and Mails Foreman

Hours

Class: 1 hour daily; laboratory: 1 hour daily. Total: 70 hours

Description and Teaching Suggestions

This unit is designed primarily for those trainees whose career objectives are in the field of administration. Line or staff supervisors charged with the ultimate responsibility for training of personnel assigned to them can elect this unit for more intensive development of training skills started in the "Principles of Effective Supervision" unit.

Trainees will be introduced to the concepts and principles of learning and training as used in business and industry and will apply these in specialized, directed experience projects. Skills to be gained include analyzing training needs, preparing a job breakdown for training, scheduling training, selecting training aids and devices, conducting group training, preparing training reports, functioning in a directed discussion and group-centered conference, and evaluating training. Knowledge of teaching methods and the practice and use of modern teaching techniques should also be explored.

Teachers should present concepts in guided classroom discussion with as much participation as is feasible. Work-class experience and work-oriented projects should become the basis for continuing class discussion. Small groups of trainees should devote solid blocks of time to skill development. Preset and carefully directed field trips or simulation experiences should be planned by the teacher, in solid blocks of time.

Because of the different types of trainees in this unit, it will be necessary for the instructor to learn about the background and makeup of his group so that he can prepare visual aids and materials to fit each class situation. The job analysis approach to the learning situation should be stressed in all activities. Trainees should be encouraged to bring to class whatever illustrative materials and cases they may have from their previous work experience.

Evaluation of effectiveness of learning experiences should be overt and continuing in the form of:

1. Teacher review and analysis of written projects (i.e., job breakdowns, training schedules)
2. Teacher and group analysis of classroom work
3. Guide sheets and summaries for all field projects reviewed by the teacher
4. Assigned book reviews to each trainee, analyzed by teacher and group, and then circulated to the group
5. Individual interview with teacher and guidance counselor to assess progress toward career objective.

The "Preparation and Use of Training Materials and Equipment" unit is suggested to expand teaching and presentation skills.

Standards of Achievement

1. Know basic learning processes
2. Develop an appropriate course of instruction
3. Conduct group training effectively
4. Select training methods, aids, and devices to meet needs of trainees
5. Demonstrate knowledge of how to schedule training to promote learning
6. Write clear and accurate reports of training activities
7. Meet and deal with others in work-oriented small group activities.

Prerequisites for Study of Basic Training Methods and Practices

Trainee selection standards

Prior work experience in a supervisory capacity (or in the personnel field) for at least six months would be helpful.

Topic Outline

I. BASIC RELATIONSHIPS, DEFINITIONS, AND CONCEPTS
   - A. Need for and value of training
   - B. Ultimate responsibility for training and management—production, marketing, and administrative
   - C. Personnel and training
   - D. Costs and values of training
   - E. Basic definitions
     1. Knowledge and understanding
     2. Skill and ability

3. Interest and motivation
4. Training and planned change

F. Teaching and learning
1. Differences between knowing and teaching
2. Learning from the learner's view
3. Learning process as the vehicle for teaching
4. Factors affecting learning
a. Whole and part learning processes
b. Meaningfulness of material
c. Age factors
d. Retention, recall, and performance
e. Concept of forgetting
f. Learning plateaus
g. Principles and application of rewards and punishment
h. Effect of frustration
i. Individual differences—aptitudes, interest, intelligence, etc.
j. Manual skills versus verbal learning
k. Effects of fatigue, motivation, and maturation
l. Effect of participation and personal involvement

II. TYPES OF TRAINING PROGRAMS

A. Orientation and induction
B. Basic job training
1. At the work location
a. Apprentice type
b. On-the-job
c. Assistant positions
d. Guided experience
e. Coaching
2. Away from the work location
a. Vestibule
b. Classroom
c. Programed learning methods
d. Correspondence
e. Simulated work experience training
C. Supervisory, management, and executive development training
D. Professional and technical training
E. Educational and developmental programs
1. In-house
2. At colleges, universities, or special schools
3. By outside consultants
4. Trade associations
F. Special purpose training
1. Company organization, policies, and procedures
2. Safety sales, accounting, etc.
3. Human relations training
4. Instructor training
G. Job—functional duties and concepts training
H. Refresher training program

III. CONTINUOUS TRAINING IN THE ORGANIZATION

A. Need for continuous training in organization
B. Scheduled training for different groups of employees
C. Periodic and aperiodic training
D. Providing training on an as needed basis

IV. TRAINING STAFF

A. Qualifications of instructors
1. Motivation
2. Aptitude, interest, and intelligence
3. Experience
a. Subject area
b. Teaching or training
4. Perceptivity, self-awareness, and sensitivity
5. Ability to communicate clearly
6. Education
a. Formal
b. Informal
c. Courses in training or teaching
7. Ability to relate to people effectively
B. Training of instructors
1. Initial
2. Continuous
C. Responsibilities and duties of instructors
1. Preparing or obtaining training aids, materials, and equipment
2. Actual training functions
3. Providing for facilities
4. Evaluating training in conjunction with supervision and management

V. TRAINING METHODS

A. Man-to-man
1. Job instruction training method
2. On-the-job coaching
3. Directed experience
4. Assistant to positions
5. Counseling
6. Buddy system, sponsor, and others
B. Group training
1. Directed or guided conferences
2. Problem-solving conferences
3. Lectures and demonstrations by trainer
4. Seminars
5. Buzz groups
6. Role playing
7. Case studies
8. Others—use of simulators, demonstrations by trainees, audiovisual laboratories, sensitivity training, etc.
C. Automated instruction—self-learning methods
1. Programed texts

2. Programed learning machines
3. Correspondence schools training

D. Miscellaneous training methods
1. Field trips for observation
2. Attendance at college, universities, trade shows, meetings, etc.

VI. DETERMINING TRAINING NEEDS

A. Organizational needs
1. Projections of new manpower acquisition
2. Evaluation of present performance and costs of production
3. Introduction of new design or changes in methods
4. Organization and manpower planning tables
5. Labor market conditions
6. Emerging occupations

B. Employee needs
1. As judged by department
2. As determined by work section
3. As determined by employee's supervisor

C. Requests from various levels of management for special purpose programs

VII. JOB INSTRUCTION TRAINING METHOD

NOTE.—This method can be used for man-to-man instruction or training a group in job skills.

A. The job breakdown
1. Use of job descriptions
2. Psychological and logical order of job elements and knowledge
3. Difficulty and frequency analysis
4. Key steps and key points
5. Provision for flexibility

B. The trainee population
1. Selected trainees
2. Unselected trainees

C. Training time table
1. Before trainee or group is underway on training
2. Reevaluation of timetable predicated on trainee or group strengths and weaknesses

D. Selection of method and aids, devices, and materials
1. Training objectives and behavior desired
2. Content of program
3. Availability of qualified instructors
4. Time allowance and time availability
5. Allowance for the trainee population
a. Number
b. Homogeneity or heterogeneity
c. Capacity
d. Responsibility
e. Interest
f. Individual differences
6. Available facilities and resources
7. Selection and preparation of audio-visual aids
8. Scheduling and arranging for training
9. Communication of arrangements and schedules

E. Teaching pattern
1. Establishing point of departure
a. For individual
b. For group
2. Psychological order of presentation
3. Explanation of meaningfulness of material to be learned
4. Use of teaching plan
a. Key steps and points
b. Job instruction pattern
(1) Preparing the learners (tell)
(2) Presenting the task to be learned (show and tell)
(3) Letting the learners do the task under supervision (practice)
(4) Testing the learner (progress check)
(5) Coaching (remedial instruction)
5. Use of audio-visual materials and equipment
6. Demonstration of the operational model

NOTE.—It is suggested that a film such as *Pattern for Instruction*, which highlights job instruction training, be shown and discussed relative to the techniques.

VIII. TEACHING AND COORDINATING PSYCHOLOGICAL FACTORS

A. Motivations—intrinsic and extrinsic
B. Positive and negative transfers
C. Reinforcement
D. Other psychological learning principles—see subtopic I F

IX. JOB INSTRUCTION TRAINING PRACTICE

NOTE.—It is suggested that the teacher assign trainees at least three job instruction projects. These projects should be done one at a time, with group and teacher criticism of presentation following each demonstration. One project should be man-to-man and the other two group job instruction. The presentation should include a written report on all the steps the trainee would take if he were to actually do the training job in an industrial or business setting. Special observational guide sheets should be made up by the teacher of the unit for use by the group when evaluating individual performances. A large trainee group can be broken into two or more subgroups for practice and group-centered feedback. The assistance of another teacher(s) should be sought if there are two or more subgroups. Discussions in the subgroups should be encouraged to provide maximum feedback to each trainee. Teachers of this unit should provide support, reinforcement, and such other assistance as may be required by each trainee. Coaching of individual trainees should be tapered off

as progress is indicated. Feedback and criticism by the teacher of the unit should be in situational terms. Final evaluation of the trainee should be withheld until after the third training trial.

X. CONFERENCE LEADERSHIP TRAINING AND PRACTICE

NOTE.—Topics VIII and IX are largely predicated on man-to-man and group job instruction. Part of the trainee's training in basic training methods and practices should include conducting guided or directed conferences. Each trainee should be allowed to prepare for and to conduct at least one guided conference. Topics assigned to trainees should be different.

A. When the directed conference is used
B. Qualifications of conference leader
C. Preparation for the conference
D. Use of audio-visual materials
E. Conference leadership tips
F. Handling conference problems
G. Use of resource persons
H. Summarizing the conference
I. Evaluating the conference—participant feedback, evidence of change
J. Practice in conducting directed conferences
K. Group and teacher critique and feedback for conference leader

XI. SUPPLEMENTAL ACTIVITIES

NOTE.—The activities outlined below should be interspersed during topic IV.

A. Field trips to companies—observation of training activities
   1. Use of prepared observation sheets
   2. Lectures by company training director or representative
B. Post field trip discussion and analysis
C. Reading assignments
   1. Home reading of books on training
   2. Preparation of brief book reports
   3. Discussion of reports by subgroups (discussion leader should be reporter)
   4. Integration of reports
   5. Duplication and distribution of integrated book reports

XII. EVALUATING TRAINING RESULTS

A. Methods
   1. Performance evaluation (by supervisor)
   2. Production improvement (sales, production, etc.)
   3. Promotions and transfers made
   4. Feedback methods (oral and written)
   5. Program planning and evaluation techniques
B. Difficulties in evaluating training

Texts and Other Teaching Materials

From the following suggested texts and materials (or other equivalent commercially available material), select trainee and teacher materials for use in this unit. Additional materials are listed in appendix D.

DePhillips, F. A.; Berliner, W. M.; and Cribbin, James J. *Management of Training Programs*. Homewood, Ill.: Richard D. Irwin, Inc., 1960.

Gulley, Holbert E. *Discussion, Conference and Group Process*. New York: Holt, Rinehart, and Winston, 1960.

Likert, Rensis. *New Patterns of Management*. New York: McGraw-Hill, 1961.

Mesics, Emil A. *An Annotated Bibliography on Education and Training on Organizations: Training and Education for Manpower Development*. Ithaca, N.Y.: New York State School of Industrial and Labor Relations, December 1964.

Proctor, J. H. and Thornton, W. M. *Training: A Handbook for Line Managers*. New York: American Management Association, 1961.

Rose, Homer C. *The Instructor and His Job*. Chicago: American Technical Society, 1961.

Staton, Thomas F. *How to Instruct Successfully*. New York: McGraw-Hill, 1960.

Taylor, Jack W. *How to Select and Develop Leaders*. New York: McGraw-Hill, 1962.

U.S. Department of Health, Education, and Welfare. *Staff Development, the Supervisor's Job*. Washington: U.S. Department of Health, Education, and Welfare. Office and Clerical Employee Instruction. Supt. of Documents, 1963.

Principles of Effective Supervision (PES)

Administrative Skill for: All level III jobs

Hours

Class: 2 hours daily. Total: 60 hours

Description and Teaching Suggestions

This unit is similar to the one that appears in U.S. Office of Education publication, *Stenographic, Secretarial, and Related Occupations/A Suggested Curricula Guide.* The major objectives of this unit are to develop supervisory skills and knowledge. The unit introduces the trainee to the principles of effective supervision and the application of these principles to actual situations. Specifics concerning morale, behavior, personality, and office supervision can be covered in case studies and in role playing. The trainee, there-

fore, has the dual responsibility of learning and application. The emphasis during the first part of each topic is learning; the emphasis during the second part is application. The nature of the content of this unit requires that qualitative standards be applied. Teachers must judge the trainee's ability to employ the imparted knowledge under simulated practice conditions. A few pass-fail written tests may be used to check acquired knowledge.

It is suggested that the teacher check other units contained in the guide for detailed topic content of some of the topics in this unit. For example, applicable subject matter for subtopic VI. A may be found in the "Interviewing Practice" unit. The effectiveness of this unit, therefore, will depend heavily on the teacher's flexibility and skill in handling the varying levels of trainee knowledge to be found in the group.

Standards of Achievement

Demonstrate effectively the application of principles of supervision under simulated practice conditions

Prerequisites for Study of Principles of Effective Supervision

Trainee selection standards

Topic Outline

I. THE FUNCTION OF SUPERVISION
- A. Major responsibilities
  - 1. Planning
  - 2. Organizing
  - 3. Directing
  - 4. Controlling and evaluating
- B. Nature of office supervision
- C. Supervisory authority and responsibility
  - 1. Limitations on authority
    - a. Decisions without approval
    - b. Decisions after advice and counsel
    - c. Decisions with superior's approval
    - d. Decisions referred to superior
  - 2. Limitations on responsibility
- D. Accountability for actions
- E. Relationships with superiors
- F. The element of risk in supervisory decision-making

II. THE SUPERVISORY JOB: GENERAL RESPONSIBILITIES
- A. Participating in the selection and placement of office employees
  - 1. Interviewing prospective employees
  - 2. Evaluating abilities and attitudes of prospective employees
  - 3. Selecting employees
- B. Indoctrinating and training employees
  - 1. How to orient new employees
  - 2. How to determine training needs
  - 3. How to train employees
    - a. Learning principles to use
    - b. Teaching methods to use
- C. Organizing the work of the section
- D. Obtaining quality work from others
- E. Developing employees' abilities and interests effectively
- F. Reviewing and evaluating work performance
- G. Using good human relations to develop teamwork
- H. Improving work methods
- I. Developing interdepartmental cooperation
- J. Keeping or using personnel records
  - 1. Pertinent personal data
  - 2. Dates of employment training
  - 3. Attendance and vocation schedules
  - 4. Salaries
- K. Solving problems

III. COMMUNICATING WITH EMPLOYEES
- A. Communicating changes in work methods
  - 1. Encouraging participation in changes
  - 2. Notifying employees of changes contemplated by superiors or company
- B. Communicating changes in policies and procedures
- C. Communicating orders (direction)
- D. Communicating job performance standards

IV. ORGANIZING WORK
- A. How to organize physical equipment
- B. How to establish operating procedures
- C. How to encourage employee participation in work organization
- D. How to plan for improvement

V. EVALUATING EMPLOYEES
- A. Using reasonable criteria for evaluation
  - 1. Behavior
  - 2. Attendance and punctuality
  - 3. Quality of work
  - 4. Grooming
- B. Notifying employees about criteria to be used
- C. Recording actions for evaluation purposes
- D. Noting actions requiring discipline
- E. Giving appropriate rewards

VI. INTERVIEWING AND COUNSELING
- A. How to interview
  - 1. Listening skills required
  - 2. Directive versus nondirective approaches—appropriateness of each method
  - 3. Gaining agreement
- B. How to counsel employees

VII. AWARENESS OF EMOTIONAL PROBLEMS
- A. Understanding employee needs
- B. Understanding anxiety
- C. Understanding defensive behavior
- D. Recognizing need for professional counseling assistance for employees

VIII. HOW TO BUILD EMPLOYEE MORALE
- A. Recognition of individual's contribution
- B. Progress and spirit of company

IX. FACTORS AFFECTING SUPERVISION
- A. Union agreements
- B. Government requirements
- C. Company policies
- D. Maintenance of professional or ethical standards
- E. Availability of skills
- F. Personal forces at work within supervisors
  1. Value system
  2. Need for security
  3. Democratic versus autocratic approach to leadership

Texts and Other Teaching Materials

From the following suggested texts and materials (or other equivalent commercially available material), select trainee and teacher materials for use in this unit. Additional materials are listed in Appendix D.

Bittel, L. R. *What Every Supervisor Should Know*. New York: McGraw-Hill, 1965.

Black, J. M. *Developing Competent Subordinates*. New York: American Management Association, 1961.

Boyd, B. B. *Management-Minded Supervision*. New York: McGraw-Hill, 1968.

Burny, R. J. *Basic Supervision of People*. Reading, Mass.: Addison-Wesley, 1966.

Chruden, Herbert J. and Sherman, Arthur W. *Personnel Management*, 2nd ed. Cincinnati: South-Western, 1963.

Cooper, A. M. *How to Supervise People*. New York: McGraw-Hill, 1965.

Davis, Keith. *Human Relations at Work*, 2nd ed. New York: McGraw-Hill, 1962.

Dubin, Robert. *Human Relations in Administration*. Englewood Cliffs, N.J.: Prentice-Hall, 1961.

Famularo, J. *Supervisors in Action: Developing Your Skills in Managing People*. New York: McGraw-Hill, 1961.

Finely, R. E. *Leadership in the Office: Guidelines for the Office Supervisor*. New York: American Management Association, 1965.

Huffman, Harry; Mulkerne, Donald, J. D.; and Russon, Allien; *Office Procedures and Administrations*. New York: McGraw-Hill, 1965.

Kay, B. R. and Clough, R. L. *Cases in Supervision*. New York: McGraw-Hill, 1965.

Kay, B. R. and Palmer, S. *The Challenge of Supervision*. New York: McGraw-Hill, 1961.

Laird, Donald and Laird, Eleanor. *Practical Business Psychology*, 3rd ed. New York: McGraw-Hill, 1961.

Nelson, Roger H. *Human Relations and Office Management*. Salt Lake City: University of Utah, 1964.

Neuner, John J. W. and Keeling, B. Lewis. *Administrative Office Management*, 5th ed. Cincinnati: South-Western, 1966. Manual.

Russon, Allien R. *Business Behavior*. Cincinnati: South-Western, 1965.

Sferra, Adam; Wright, Mary Elizabeth; and Rice, Louis A. *Personality and Human Relations in Business*, 2nd ed. New York: McGraw-Hill, 1961.

Effective Internal Communications (EIC)

Administrative Skill for: Contract Clerk Training Supervisor, Correspondence Clerk, Sales Correspondent, Private Branch Exchange Service Advisor

Hours

Class: 2 hours daily. Total: 30 hours

Description and Teaching Suggestions

In this unit trainees will become familiar with communication philosophy and practices as applied to real business situations. Teachers should discuss the rationales of internal communications and the results anticipated from the use of various techniques, e.g., house organs, newspapers, newsletters, staff memorandums, and staff meetings.

Emphasis in this unit should be placed on writing interoffice memoranda. Trainees should also be given practice in developing simple newsletters, house organs, or newspapers, and setting up and conducting informational staff meetings. A model company can be set up for these purposes and used for skill development activities. Feedback processes should be presented and practiced for evaluating communications.

Standards of Achievement

1. Prepare a hypothetical employee magazine or newspaper
2. Prepare other internal communications, e.g., memoranda to staff, newsletters
3. Plan, conduct, and evaluate a staff meeting

Prerequisites for Study of Effective Internal Communications

Completion of at least 12th grade English and the suggested "General Office Education Units" for

trainee career objective. Demonstrated proficiencies equivalent to standards of achievements for the suggested general units are also acceptable

Topic Outline

I. INTRODUCTION
- A. Purpose of internal communications
- B. Values and benefits
  1. Efficiency through understanding
  2. Better product or service
  3. Better competitive position
  4. Recognition of individual's role in organization

II. PRINCIPLES
- A. Transmission of organizational policies and objectives
- B. Consideration of intended audience
- C. Selection of content versus technique
- D. Selection of media best suited to purpose
- E. Understanding—primary objective of communication
- F. Provisions for evaluation of communication methods
- G. Provisions for feedback

III. METHODS
- A. Employee magazines and newspapers
  1. Planning factors
     a. Purpose
     b. Content
     c. Editorship and staff
     d. Format
     e. Responsibility
     f. Printing
     g. Colors
     h. Pictures and copy
     i. Cost
     j. Publishing, schedules, and methods of distribution
     k. Measure of effectiveness
  2. Advantages and disadvantages for organization and individual
- B. Newsletters and staff memos
  1. Planning factors
     a. Purpose
     b. Content
     c. Audience
     d. Organization of ideas
     e. Clarity of language
     f. Length
     g. Timing and method of distribution
  2. Advantages and disadvantages for organization and individual
- C. Staff meetings
  1. Planning a meeting
     a. Purpose
     b. Topics
     c. Problems
     d. Rules
     e. Participants
     f. Scheduling
     g. Location and facilities—equipment, size, comfort, lighting, etc.
  2. Conducting a meeting
     a. Starting time
     b. Summarizing purpose
     c. Reviewing results of previous meeting (if any)
     d. Summarizing rules
     e. Introducing visitors or special participants
     f. Presenting background information
     g. Controlling discussion
     h. Eliciting participation
  3. Closing a meeting
     a. Summarizing discussion
     b. Thanking participants
     c. Announcing next meeting and topic and reviewing responsibility for action (if any)
  4. Post-meeting activities
     a. Evaluating meeting in terms of purpose
     b. Obtaining reports (as necessary)
     c. Talking with participants individually to get reaction

NOTE.—The teacher should give as many trainees as possible the opportunities to conduct 15-minute staff meetings. After each meeting, the class should hold a 5-minute critique to evaluate the technique used.

IV. EVALUATION TECHNIQUES
- A. Attitude surveys
- B. Employee meetings
- C. Policy audits
- D. Review of grievances
- E. Grapevine

Texts and Other Teaching Materials

From the following suggested texts and materials (or other equivalent commercially available material), select trainee and teacher materials for use in this unit. Additional materials are listed in appendix D.

Aurner, Robert R. and Burtness, Paul S. *Effective English for Business*, 5th ed. Cincinnati: South-Western, 1962. Workbook, Achievement Tests, and Manual.

Gunning, Robert. *The Technique of Clear Writing*. New York: McGraw-Hill, 1961.

Himstreet, William C.; Porter, Leonard J.; and Maxwell, Gerald W. *Business English in Communications*. Englewood Cliffs, N.J.: Prentice-Hall, 1964.

Himstreet, William C. and Wayne, M. Baty. *Business Communications*. Belmont, Calif.: Wadsworth Publishing Co., 1964.

Huffman, Harry and Leahy, Syrell R. *New Developments in Business Communications. New Media in Teaching the Business Subjects, Yearbook of the National Business Education Association, Vol. 3*. Washington: 1965.

Janis, J. Harold. *Writing and Communication in Business*. New York: The Macmillan Co., 1964.

Menning, J. H. and Wilkinson, C. W. *Communication Through Letters and Reports*, 3rd ed. Homewood, Ill.: Richard D. Irwin, Inc., 1963.

Murphy, Dennis. *Better Business Communication*. New York: McGraw-Hill, 1961.

Parkhurst, Charles Chandler. *Business Communication for Better Human Relations*. Englewood Cliffs, N.J.: Prentice-Hall, 1963.

Phillips, David C. *Oral Communication in Business*. New York: McGraw-Hill, 1961.

Porter, Leonard J. *Communication—The No. 1 Goal, Business Education in Action. Yearbook of the National Business Education Association, Vol. 2*. Washington: 1964.

Shurter, R. L. and Williamson, J. P. *Written Communication in Business*, 2nd ed. New York: McGraw-Hill, 1964.

Sigband, Norman B. *Effective Report Writing*. New York: Harper and Bros., 1960.

Stewart, Marie E., Lanham, Frank W., and Zimmer, Kenneth. *Business English and Communication*, 3rd ed. New York: McGraw-Hill, 1967. Workbook, Tests, and Manual.

Zimmer, Kenneth. *Business English and Communication*. New York: McGraw-Hill, 1964.

RELEVANT WORK EXPERIENCE

The final training of most workers takes place on the job. The peculiarities of an individual work assignment, the equipment available, the particular employer, and the environmental conditions will all affect final training, regardless of an individual's experience, training, or education. This training takes place either by being presented in an organized fashion or by being picked up by the individual through observation, experience, or trial and error. Experience has shown that good on-the-job training is a supervised activity for which there is no practical substitute. The Vocational Education Act of 1963 has provided for on-the-job experience to be given, wherever practicable, in conjunction with the vocational education program.

As funded under the Act, providing trainees with work experience as part of their vocational education program may pose certain problems. In many instances, however, these problems can be overcome by the cooperation of the business community and the local educational agency.

Community Advisory Committee

One method to help provide on-the-job work experience for most trainees is to establish a community advisory committee made up of employers, school counselors and administrators, local employment office officials, and teacher-coordinators. The committee should function both in an advisory capacity and as an active instrument in providing work experience opportunities to qualified trainees.

The U.S. Office of Education's pamphlet, *Organization and Effective Use of Advisory Committees* (Publication OE–84009), which suggests ways to improve current vocational education programs, should be helpful in establishing the community advisory committee. Without the willingness of local employers to hire temporary persons as trainees, some of the value of the vocational education program may be lost.

Work-Experience Requirements

Several sections of Part 104—Administration of Vocational Education: Federal Allotments to States, Rules, and Regulations, Vocational Education Act of 1963—deal with the various types of work experience and programs that can be made available to eligible trainees. Excerpts from these pertinent sections are repeated below.

Section 104.13(h)(5)—The program of instruction will combine and coordinate related instruction with field, shop, laboratory, cooperative work, or other occupational experience which (i) is appropriate to the vocational objective of the students, and (ii) is of sufficient duration to develop competencies necessary to fit him for employment in the occupational field for which he is being trained, and (iii) is supervised, directed, or coordinated by a person qualified under the State plan. See special requirements for classes providing cooperative work experience in §104.16.

Section 104.16—Cooperative programs. In providing cooperative work experience pursuant to §104.13(h)(5), the State plan shall provide for cooperative programs for persons enrolled in a school who, through a cooperative arrangement between the school and employers, receive part-time vocational instruction in the school and on-the-job training through part-time employment. When vocational instruction is provided in such programs meeting the standards and requirements in §104.13, the State plan shall provide that such classes be organized through cooperative arrangements (preferably in writing) between the schools providing

vocational instruction to student-learners in the class and the employers providing on-the-job training through part-time employment of such student-learners. Such arrangements shall provide for (a) the employment of student-learners in conformity with Federal, State, and local laws and regulations and in a manner not resulting in exploitation of such student-learner for private gain, (b) an organized program of training on the job, and (c) supplemental vocational instruction in school.

Section 104.17—Business and office education. Pursuant to the general State plan requirements of vocational instruction in § 104.13, the State plan shall require that instruction in business and office occupations be provided through courses and curricula which include both the subject matter and practical experience needed in the occupations for which instruction is provided.

Section 104.25—Requirements of work-study program. The State plan shall provide that a work-study program meet the following requirements:

(a) Administration. The work-study program will be administered by the local educational agency and made reasonably available (to the extent of available funds) to all qualified youths, in the area served by such agency, who are able to meet the requirements in paragraph (b) of this section.

(b) Eligible students. Employment under the work-study program will be furnished only to a student who (1) has been accepted for enrollment, or if he is already enrolled, is in good standing and in full-time attendance as a full-time student in a program which meets the standards prescribed by the State board and the local educational agency for vocational education programs under the 1963 Act; (2) is in need of the earnings from such employment to commence or continue his vocational education program; and (3) is at least 15 years of age and less than 21 years of age at the date of the commencement of employment and is capable in the opinion of the appropriate school authorities of maintaining good standing in his school program while employed under the work-study program.

(c) Limitation on hours and compensation. No student will be employed more than 15 hours in any week during which classes in which he is enrolled are in session, or for compensation which exceeds $45 per month or $350 per academic year or its equivalent, unless the student is attending a school which is not within reasonable commuting distance from his house, in which case his compensation may not exceed $60 per month or $500 per academic year or its equivalent.

(d) Place of employment. Employment under work-study programs will be for the local educational agency or for some other public agency or institution (Federal, State, or local) pursuant to a written arrangement between the local educational agency and such other agency or institution, and work so performed will be adequately supervised and coordinated and will not supplant present employees of such agency or institution who ordinarily perform such work. In those instances where employment under work-study programs is for a Federal agency or institution, the written arrangement between the local educational agency and the Federal agency or institution will state that students so employed are not Federal employees for any purpose.

The relevant work experience projects suggested in the "Curriculum Synopses" section of this guide should conform to the requirements of the above sections.

Work experience may be simulated or contrived—either on the job, in the educational facility, or with youth groups. To make these experiences meaningful requires coordination between teachers, school administrators, counselors, community advisory committees, youth groups, and employers or others to whom the trainee may be assigned for supervised work activity. This cooperation should result in the proper choice of work activities to complement the training and meet the trainee's career objective. Other results should be a fair evaluation of the trainee's interest, industry and performance, and adequate personal guidance.

The suggested work-experience programs that follow may be modified to suit local conditions and school facilities. These projects are grouped by type of work-experience program, locations for work experience, and types of trainees to whom projects are applicable.

It should be remembered that the length of work experience will vary according to the variety of duties to which the trainee will be exposed and how long it will take to develop trainee self-confidence for entry into a regular position. The "Curriculum Synopses" section indicates time when work-experience projects may begin. However, the length of time indicated is minimal. Increasing this time should be arranged between local teachers, counselors, school administrators, and employers. As previously stated, a constant focus of attention

should be given to developing the trainee to meet employability standards in the occupational field.

Use of Job Descriptions

The school's counselor and work-experience teacher-coordinator should be thoroughly familiar with the job descriptions and prerequisites for each job so that the arranged work-experience activities may include most of what the average employer will expect from the worker. The main duties of jobs have been abstracted and are shown as typical work activities later in this section. In addition, the job prerequisites should be discussed by the trainee's coordinating teacher and the employer or person to whom the trainee is assigned so that appropriate evaluations may be made of progress and abilities. Where necessary, provision should be made for remedial instruction to help the trainee reach employable skill levels.

Conferences

Throughout the relevant work-experience period, regular trainee-teacher and trainee-counselor conference periods should be scheduled. Frequent and regular conferences should also be held by the teacher or counselor with the employer or person to whom the trainee is assigned. At a minimum, conferences should be held before the start of the work period, at the half-way point, and toward the end of the work period. These conferences may be for evaluation, guidance, or to assist the trainee with final placement.

Scheduling Work Experience

Because of the nature of the occupations in the information communication field covered by this guide, assignments to relevant work experience or relevant work-experience projects must be stratified by job levels.

Those occupations classified as level I more readily lend themselves to actual work assignments, while those in levels II and III might best be assigned simulated training or directed work-experience projects.

Teacher-Coordinator Evaluation of Work Experience

The teacher-coordinator should be constantly aware of the types of work experience being given to trainees. Often, well-intentioned employers (or their managers) will not have the time to participate actively or personally in a trainee's development. As a result, the trainee may be assigned to a supervisor who may or may not appreciate that the trainee should be given a variety of experiences rather than only a routine production task that affords little opportunity to use the trainee's developed skills. The tendency of the supervisor to be production-oriented rather than teaching-oriented should be anticipated. If this condition occurs, it is possible that a trainee's development may be hindered.

Teacher-coordinators should not only be concerned with the evaluation of the trainee while on the job, but also with the evaluation of the work experience being offered. The teacher-coordinator should request permission from the employer to discuss out-of-line trainee experience situations with supervisors or other workers in the organization to whom the trainee has been assigned. Appropriate measures should be discussed with the employer so that the trainee may be afforded the opportunities to demonstrate acquired skills and knowledge.

For certain jobs in the occupational field, work experience may pose a considerable problem. First, civil service restrictions may preclude a work assignment for trainees with civil service jobs as objectives, so that simulated programs may have to be undertaken for this category. Trainees for most of the jobs in levels I and II (exclusive of civil service) can be offered work experience. Level III jobs pose a different problem because they are supervisory in character. Ordinarily, employers will not be inclined to give a trainee supervisory work experience at the expense of workers in the organization. These trainees, however, should be afforded the opportunity to work closely with supervisory personnel as assistants to them. Their role as vocational education program trainees should be explained clearly to other workers in the organization so that friction does not develop. The teacher-coordinator should ascertain the types of tasks being performed by trainees in assistant positions. It is necessary that the work climate and the possibility of hostility by other workers in the organization be considered when teacher-coordinators evaluate the trainee's work experience.

Cooperative Relevant Work Experience Programs

Trainees about to complete programs for level I jobs for which training is not optional should have their schedules adjusted to provide for on-the-job relevant work experience in addition to their in-school relevant work experience projects.

At the discretion of the teacher-coordinator and counselor, preferably after successful completion of at least two-thirds of the course of study, trainees for certain level I and II jobs should be assigned to supervised work in local industry. For example, a correspondence clerk trainee might be assigned to the sales service section of a local company to observe and

select simple form letter replies in answer to customer inquiries or complaints. The outpatient admitting clerk trainee's work experience may be similarly arranged with a local hospital while simultaneously studying the "Hospital Admission Practices" unit. Specialized work experience, such as wirephoto machine operation, telegraphy, teletype, and telephone switchboard operation, may be available through the facilities of local telephone, telegraph, and news gathering companies.

Work-Study Programs

Trainees eligible under the work-study program (Section 104.25[c]) are limited as to the amount of time available for relevant work experience during their training. Flexible scheduling is required to meet the needs of these trainees. As previously suggested for programs that need to be altered to include State-required subjects of study, the intensive type of program may be adjusted by extension of time. It is suggested, however, that skill development studies be given priority in school training. Ideally, trainees in work-study programs should have on-the-job work experiences and projects comparable to those available under the cooperative program or the simulated experience program.

Simulated Work-Experience Projects

When actual work experience may not be available, simulated work-experience projects conducted in the school may serve as a substitute. This type of program may well be the most common. It is closer to what is being done in today's vocational schools. However, this type of training is less realistic than cooperative or directed work-experience programs. Guide users should refer to the office occupations education cycle shown in "About the Curriculums." These projects also apply to the directed experience type of office education programs. The directed type of program seeks to *combine* the simulated work-experience projects done under direction of a coordinating teacher with actual work experience.

The following examples, categorized by job levels, are suggested relevant work-experience projects that can serve developmental purposes.

Level I

Most jobs in level I, categories A and B, with the exception of government service jobs as shown in the "Curriculum Synopses" section, fall into cooperative relevant work-experience programs as directed work-experience programs. Government service jobs can best be served, because of previously noted restrictions, by simulated projects practice. The user should refer to the "Curriculum Synopses" and "Job Descriptions, Occupational Prerequisites, and Suggested Training" sections for those jobs in which either no training or minimal training is required for employment.

Level II.—Job—Library Assistant

1. Assign trainee to school library where practicable (directed work-experience type of program), or establish library facility in classroom
2. Work with or compile records, recording data and due dates on borrowers' and file cards
3. Inspect returned books for damage, recording any changes in condition since issuance
4. Correctly classify new or added books to library inventory using library decimal index system
5. Repair damaged books using mending tape, paste, and brush
6. Locate books, publications, and reference materials for library patrons on request

Level III.—Job—Contract Clerk Training Supervisor

1. Obtain outlines of orientation and vestibule training programs utilized by local industry
2. Using one or more of these outlines, set up simulated training program in class
3. Obtain short (12–18 minutes) 16-mm. training motion picture and show it in class, setting up and operating projector
4. Using tape recorder, record simulated two-way telephone conversation on a particular customer complaint. Play back and criticize content as a training device
5. Utilizing a standard training program outline, prepare 10-minute oral presentation of one topic

For the purposes of this guide, the foregoing are given as *examples* of typical work-experience projects. It is suggested that work-experience teacher-coordinators prepare similar projects for each trainee category, using the job description, occupational prerequisites and the suggested training, and the occupation and training analyses as source material on which to base projects.

Typical Work Experiences Sought

Because of the nature of the jobs covered by this guide, and the wide diversity of capabilities required, this topic is classified by job levels, in order to make the suggested work experiences more meaningful to teacher-coordinators. It is important to keep in mind that, depending on the specialization of the trainees, work experiences should include most, but not necessarily all, of the activities suggested for each level.

Level I

1. Using public transportation to traverse the local geographic area in which employment is sought
2. Sorting and distributing parcels, bundles, and envelopes according to proper destination
3. Taking and relaying messages, both oral and written
4. Driving a motor vehicle or operating a bicycle in locale
5. Making change for customers in a retail or service establishment
6. Operating noncomputational office machines—mailers, sealers, postage meters
7. Typing lists from straight copy and correcting spelling or other items as required
8. Doing simple mathematical computations incidental to tabulating, inventory taking, or item summation
9. Card filing by alphabetical and numerical methods
10. Answering routine correspondence by preparing original letters or using form letters

Level II

1. Determining proper indexing, filing, and retrieving of written materials
2. Reading correspondence for understanding; extracting information from written communications or publications
3. Composing simple business letters; requesting or giving information from standard sources
4. Working with decimal system filing codes; assigning proper codes dependent upon material classification
5. Handling telephone inquiries; providing or relaying information
6. Conducting simple informational interviews, other than employment
7. Keeping records of daily transactions, callers, inquiries, etc.
8. Compiling information or summary data from own or others' records

Level III

1. Directing the activities of a working group
2. Conducting inter-office correspondence and related communications
3. Relaying and explaining management policies and directives to subordinates
4. Preparing and conducting job-training programs
5. Reviewing work performed by subordinate employees
6. Handling employee inquiries, grievances, and problems relevant to work situations

All of the above would be performed in an assistant capacity.

Evaluation of Trainee

Arrangments should be made by the teacher-coordinator with the person to whom the trainee is assigned to review items of completed work. These items should be discussed with the trainee to identify areas which need improvement. The trainee's performance can be checked with the employing supervisor. A simple rating sheet for the trainee should be completed by the employer (or supervisor) and discussed with the teacher-coordinator. The rating sheet should include such items as appearance, courtesy, ability to work well with others, office practice proficiency (machines, filing, telephone technique, dealing with visitors), adaptability, alertness, speed of comprehension, degree of completion of assignments, and clerical skills. Periodic teacher-trainee conferences should be held to discuss the trainee's rating and the possible need for remedial work as indicated by the employer. Final trainee job readiness evaluation in cooperative or work-study programs should be agreed upon by the employer, teacher, counselor, and trainee, before the final phase. Preparation for actual job seeking and placement should be started.

Usefulness of Youth Clubs and Organizations

The value of youth groups as a complementary activity to strengthen vocational education programs has been long recognized. The youth club program serves to round out the classroom instruction and the job instruction by providing controlled methods of trainee-centered activities which relate to the participants' career objectives.

Supervision of youth club activities by qualified vocational education teachers assures trainees will participate in relevant work experience projects to the extent that they serve to simulate functions of business. In addition, if properly planned, youth club activities can serve to develop attitudes of cooperation and competition, to foster an appreciation of social values, to furnish opportunities to practice communication skills, and to provide recognition of the individual for his achievement. In their roles as adviser to the youth groups, teacher-coordinators can enhance the importance of the youth organization as an adjunctive activity for complete vocational education.

APPENDIXES

Appendix A—Sample Suggested Lesson Plan

A good unit of instruction provides various kinds of learning activities including demonstrations, lectures, directed study, supervised practice, and examinations. These activities should be coordinated by the use of an effective teacher's lesson plan. A typical plan may include topics for presentation by lecture, motion picture or recording, individual or group activity, and formal or informal review, using discussion questions, oral examinations, or written examinations. Each separate activity should contribute its part to the completion of the unit. As much as possible, the lesson plan should be student-action oriented, having definite and measurable outcomes for the students in mind.

The following lesson plan illustrates suggested methods of unitizing material for class presentation under the appropriate subtopic or topic of a typical course outline. The teacher may modify the detail of his own guide as his particular experience dictates. Rigorous adherence to the format is neither suggested nor implied. It is simply an instructional aid to be used when new or infrequently occurring subject content is to be presented.

Interviewing Practice

Lesson No. 12
Topic: Evaluating Results of Interviews
Lecture Time: 30 minutes
Discussion Time: 15 minutes
Motion Picture: 12 minutes

Topics

I. What was learned in interviews
   A. Personality
      1. Definition
      2. Attitudes
      3. Reactions (anger, hostility, impulses)
      4. Opinions, prejudices, nonacceptance of others
   B. Experience; other relevant background
II. What was not learned in interviews
   A. Personality problems
   B. Proof of past experiences
   C. Character and integrity
III. Group discussion: Desirable versus undesirable attitudes and personality traits
IV. Dangers in evaluating
   A. Personality of interviewee
      1. Self-expression
      2. Appearance and presence
      3. Motivation
      4. Positive factors
      5. Negative factors—deep personality problems
   B. Personality of interviewer
      1. Biases—positive and negative
      2. Personal characteristics
      3. Halo effect—good traits blinding perception of faults
      4. Compensating for own personality in evaluating interviewees—recognizing personal biases as they become manifest to self
V. Activities
   A. Have trainees list behavior disliked in others—general discussion
   B. Have trainees rate themselves on a behavioral checklist—individual counseling where indicated
VI. Film: "Office Teamwork"*—Discussion

Reading Assignment: Two hours. Kahn, Robert L. and Cannell, Charles F. *The Dynamics of Interviewing*. New York: John Wiley & Sons, 1960.

*"Office Teamwork." MP-So-16-mm., 12 minutes. Color or black and white. Sold by Encyclopaedia Britannica Films, Inc., 1150 Wilmette Avenue, Wilmette, Ill. Selling price: black and white. $60; color, $120. Rental price: black and white, $3.50; color, $5. 1967 prices are quoted.

Appendix B—Physical Facilities

Requirements for physical facilities cannot be estimated in advance for any particular location. These requirements will be affected by trainee populations, available instructional time, and present facility adequacy. Examples of typical layouts of classrooms and laboratories are included in this appendix for reference purposes.

The listings below have been prepared for typical classes ranging from 20 to 30 trainees; they are not related to the sample layouts. If the number of trainees varies from those provided for in these suggestions, necessary adjustments will have to be made locally. Similarly, no quantity is indicated for items which may vary significantly in accordance with local needs.

Estimated costs for equipment and supplies reflect estimated price ranges in the New York City area. Some common stationery supplies (clips, carbon paper, bond paper, notepads, etc.) are not included in these listings.

General Equipment

Quantity	*Description*	*Estimated price range per unit (excluding tax)* [1]
1	Tape recorder	$149–$339
1	Three-speed phonograph	25– 60
1	Overhead projector	160– 250
1	Portable flannelboard, with accesories	25– 50
1	Filmstrip projector, 35-mm	109– 159
1	Sound motion picture projector, 16-mm	600– 800
2	Projection screens	20– 43
1	Slide projector, 2″ x 2″	55– 175

Typewriting Room

1	Unabridged English dictionary	7– 10
1	Teacher's desk (top 32″ x 54″) with chair	175– 225
30	Posture chairs	35– 70
30	Trainee desks or typing tables, adjustable from 27″ to 30″ high	13– 46
15	Standard manual typewriters (12 trainee, 1 teacher, 2 replacement)	157– 225
21	Electric typewriters (18 trainee, 1 teacher, 2 replacement)	280– 425
32	Copyholders	2– 8
1	Teacher typing table	13– 46
2	Filing cabinets (18″ x 36″)	40– 60
1	Typewriting demonstration stand	37– 47
2	10′ chalkboards	70– 80
1	10′ bulletin board	120– 135
1	Metronome (used in typing)	11– 25
	Miscellaneous equipment	

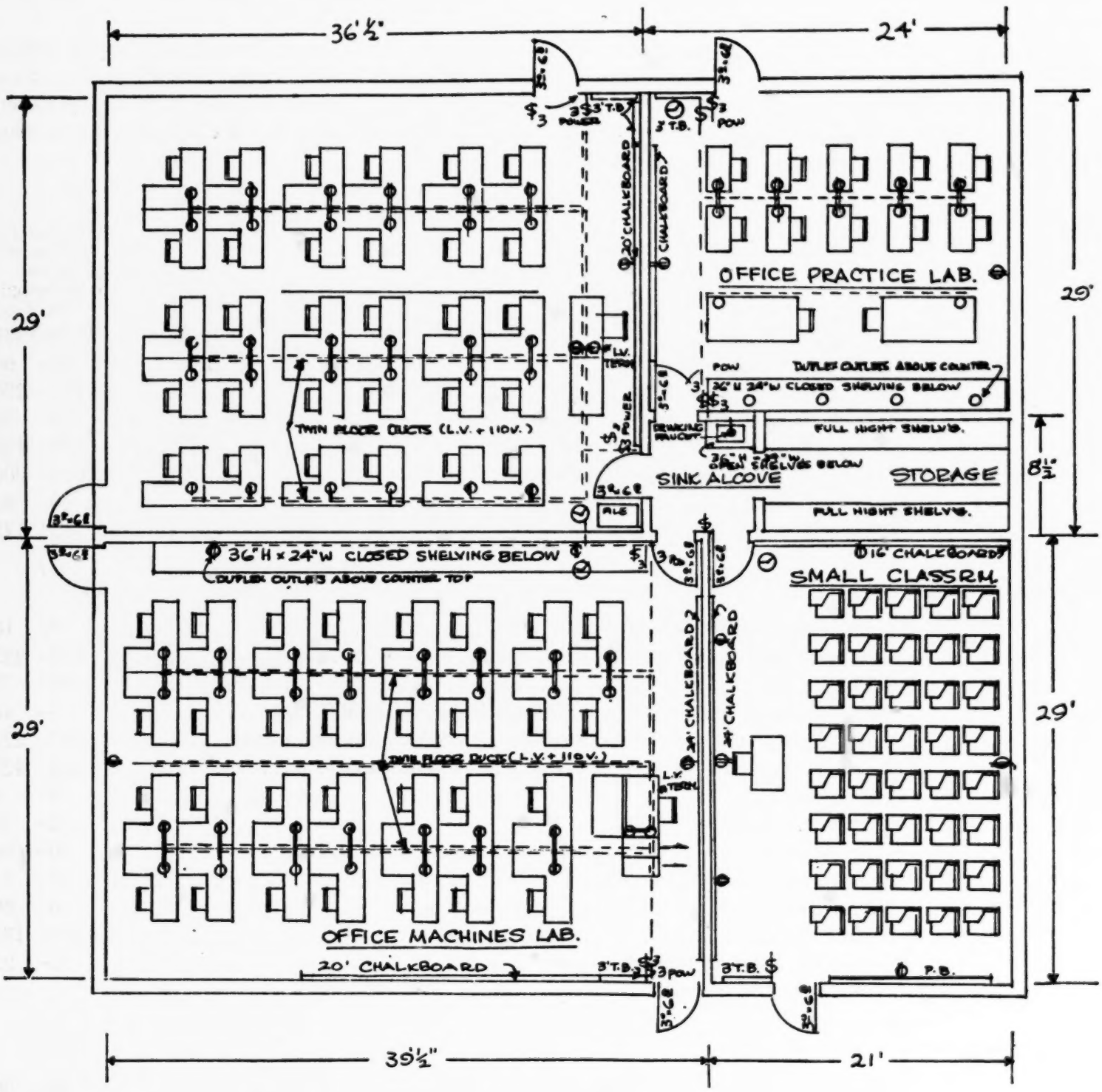
General Room

2	10′ chalkboards	70– 80
1	Teacher's desk (top 32″ x 54″) with chair	225– 275
30	Straight desk chairs	20– 30

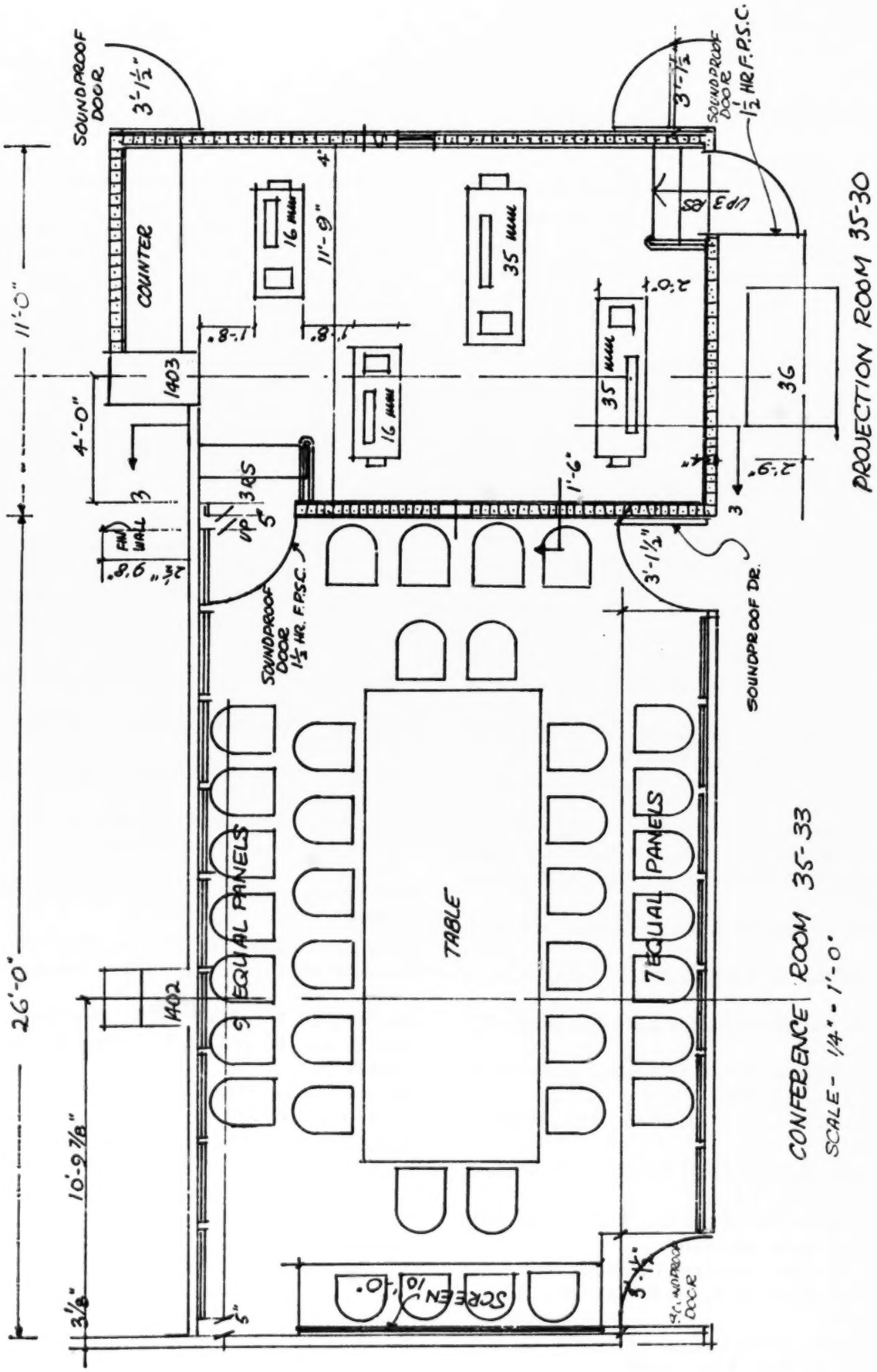
[1] Prices quoted are as of 1 January 1967.

Quantity	*Description*	*Estimated price range per unit (excluding tax)* [1]
30	Trainee desks or tables, 29″ and 30″ high	20– 35
2	Filing cabinets (18″ x 36″)	40– 60
1	Bookcase or open bookshelves	40– 50
	Miscellaneous (trays, stapler, etc.)	

[1] Prices quoted are as of 1 January 1967.



Typical Facility Layout.
Adapted and modified from DeAnza College layout.
Courtesy of California State Department of Education.



Typical Conference Room Layout
(For conference room for American Broadcasting Company)
Courtesy of Industrial Photography, United Business Publications, Inc.

Appendix C—Sources of Educational Materials

Materials listed in this guide may be obtained from the sources below. While some of these sources may not have been referred to elsewhere, all provide teaching materials of varying kinds. Whenever possible, street addresses and zip codes have been furnished.

A.B. Dick Co., 5700 W. Touhy Ave., Chicago, Ill. 60648
Allied Publishers, Inc., 659 Morgan Building, 720 S.W. Washington Ave., Portland, Oreg. 97205
Allyn and Bacon, Inc., 150 Tremont St., Boston, Mass. 02111
Alsen Publishing Co., 1445 N. Fifth St., Milwaukee, Wis. 53212
American Bankers Association, 12 E. 36 St., New York, N.Y. 10016
American Business, 4660 Ravenswood Ave., Chicago, Ill. 60640
American Hospital Association, 840 N. Lake Shore Drive, Chicago, Ill. 60611
American Management Association, 135 W. 50 St., New York, N.Y. 10020
American Technical Society, 648 E. 58 St., Chicago, Ill. 60637
American Telephone and Telegraph Co., 195 Broadway, New York, N.Y. 10007
Association of American Railroads, Transportation Bldg., 17 and H Sts., N.W., Washington, D.C. 20037
Association Films, Inc., 347 Madison Ave., New York, N.Y. 10017
Aurea Publications, 207 Allen Ave., Allenhurst, N.J. 07711
Barnes and Noble, Inc., 105 Fifth Ave., New York, N.Y. 10003
Briggs Printing Co., 7887 University Ave., Des Moines, Iowa 50311
British Information Service, 845 Third Ave., New York, N.Y. 10022
Brown Book Co., William C., 135 S. Locust St., Dubuque, Iowa 52001
Bullinger's Guides, Inc., 63 Woodland Ave., Westwood, N.J. 07675
Bureau of Business Research, School of Business, Indiana University, Bloomington, Ind. 47401
Bureau of National Affairs, Inc., 1231 24 St., N.W., Washington, D.C. 20037
Business Screen Magazine, Inc., 7064 Sheridan Rd., Chicago, Ill. 60626
Catholic Hospital Association of the U.S. and Canada, 1438 S. Grand Blvd., St. Louis, Mo. 63104
Champion Paper and Fiber Co., Inc., Hamilton, Ohio 45011
Coronet Instructional Films, 65 E. South Water St., Chicago, Ill. 60601
Delta Pi Epsilon, Elis J. Jones, Executive Secretary, Gustavus Adolphus College, St. Peter, Minn. 56082
Devin-Adair Co., The, 23 E. 26 St., New York, N.Y. 10010
Ditto, Inc., Harrison at Oakley Blvd., Chicago, Ill. 60612
Doubleday and Co., Inc., 277 Park Ave. S., New York, N.Y. 10017
Dow Jones-Irwin Inc., 1818 Ridge Rd., Homewood, Ill. 60430
Eastman Kodak Co., 343 State St., Rochester, N.Y. 14650
Educational Developmental Laboratories, Inc., 284 E. Pulaski Rd., Huntington, N.Y. 11743
Educators Progress Service, Dept. AVG, Randolph, Wis. 53956
Employers Mutual of Wausau, Wausau, Wis. 54401
Encyclopaedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Ill. 60091
Express Audit Co., 56 Washington Ave., Providence, R.I. 02905
Garden City Books, 501 Franklin Ave., Garden City, N.Y. 11535
Geyet-McAllister, 212 Fifth Ave., New York, N.Y. 10010
Ginn and Co., Statler Office Bldg., Boston, Mass. 02117
Grolier, TMI, 575 Lexington Ave., New York, N.Y. 10022
Grosset and Dunlap, 1107 Broadway, New York, N.Y. 10010
Harcourt, Brace, & World, 757 Third Ave., New York, N.Y. 10017
Harper and Bros. (see Harper and Row)
Harper and Row, 49 E. 33 St., New York, N.Y. 10016
Heath and Co., D.C., 285 Columbus Ave., Boston, Mass. 02116
Henry Holt (see Holt, Rinehart, and Winston)
Holt, Rinehart, and Winston, Inc., 383 Madison Ave., New York, N.Y. 10017
Indiana Bell Telephone Co., 240 N. Meridian St., Indianapolis, Ind. 46204
Insurance Information Institute, 110 William St., New York, N.Y. 10038
International Business Machine Corp., 590 Madison Ave., New York, N.Y. 10022
Irwin, Inc., Richard D., 1818 Ridge Rd., Homewood, Ill. 60430
Leonard and Co., G.R., 79 Madison Ave., New York, N.Y. 10016
Lord Baltimore Press, The, 220 East 42 St., New York, N.Y. 10017
Macmillan Co., The, 60 Fifth Ave., New York, N.Y. 10011
Management Magazines, Inc., 22 W. Putnam Ave., Greenwich, Conn. 06830
McGraw-Hill, Inc., 330 W. 42 St., New York, N.Y. 10036
Merriam Co., G. and C., 47 Federal St., Springfield, Mass. 01105
Modern Talking Picture Service, 1212 Ave. of the Americas, New York, N.Y. 10036
National Business Education Association, 1201 16 St., N.W., Washington, D.C. 20036
National Industrial Conference Board, Inc., 845 Third Ave., New York, N.Y. 10022
National Motor Freight Traffic Association, 1616 P St., N.W., Washington, D.C. 20036
New York State School of Industrial and Labor Relations, Cornell University, Ithaca, N.Y. 14850
New York Telephone Company, 199 Fulton Ave., Hempstead, N.Y. 11550
New York University Bookstore, Washington Sq., New York, N.Y. 10010
New York University Press, Press Building, 32 Washington Pl., New York, N.Y. 10003
Office Publications, Inc., 60 E. 42 St., New York, N.Y. 10017
Oxford University Press, 417 Fifth Ave., New York, N.Y. 10016

Physicians Record Co., 3000 So. Ridgeland Ave., Berwyn, Ill. 60402
Pitman Publishing Corp., 2 W. 45 St., New York, N.Y. 10036
Prentice-Hall, Inc., Route 9W, Englewood Cliffs, N.J. 07632
Railway Express Agency, Inc., 219 E. 42 St., New York, N.Y. 10017
Random House, 457 Madison Ave., New York, N.Y. 10022
Remington Rand, Division of Sperry Rand Corp., 315 Fourth Ave., New York, N.Y. 10010
Ronald Press Co., The, 15 E. 26 St., New York, N.Y. 10010
Rowe Co., H. M., 624 N. Gilmor St., Baltimore, Md. 21217
Saunders Co., W. B., 218 W. Washington Sq., Philadelphia, Pa. 19106
Science Research Associates, 259 E. Erie St., Chicago, Ill. 60611
Silver Burdett Co., Park Ave. and Columbia Rd., Morristown, N.J. 07960
Simon and Schuster, Inc., 630 Fifth Ave., New York, N.Y. 10020
Singer Co., Inc., L. W., 249–259 W. Erie Blvd., Syracuse, N.Y. 13202
Society for Visual Education, Inc., 1345 W. Diversey Pkwy., Chicago, Ill. 60614
Somerset Press, 36 Main St., Somerville, N.J. 08876
South-Western Publishing Co., Inc., 5101 Madison Rd., Cincinnati, Ohio 45227
Strauss and Co., Inc., Henry, 31 W. 53 St., New York, N.Y. 10019
Teaching Aids Inc., 307 S. B. St., San Mateo, Calif. 94401
Trade Service Publications Inc., 2720 Beverly Blvd., Los Angeles, Calif. 90057
Typing Teacher, 4006 Carlisle Ave., Baltimore, Md. 21216
Underwood Corp., 1 Park Ave., New York, N.Y. 10016
Uniform Classification Committee, 516 W. Jackson St., Chicago, Ill. 60606
U.S. Dept. of Health, Education, and Welfare, 330 Independence Ave., S.W., Washington, D.C. 20202
U.S. Government Printing Office, N. Capitol St., between G and H Sts., Washington, D.C. 20402
United World Films, Inc., 1445 Park Ave., New York, N.Y. 10029
University of Colorado, Boulder, Colorado 80302
University of Michigan, Ann Arbor, Mich. 48103
University of Utah, 1400 E. Second St., Salt Lake City, Utah 84112
Wadsworth Publishing Co., 10 Davis Dr., Belmont, Calif. 94002
Wiley and Sons, Inc., John, 440 Fourth Ave., New York, N.Y. 10016
World Publishing Co., 119 W. 57 St., New York, N.Y. 10019

Appendix D—Other Instructional and Reference Materials

The following instructional materials may not have been previously listed under study units. They are listed here to assist teachers in quickly locating materials, such as tests, references, films, filmstrips, periodicals, guides, directories, and other audiovisual aids appropriate to the variouscurriculum subject areas.

Texts and References

Typewriting

Grossman, Jack and Friedman, Sherwood. *Handbook for Typists*, 2nd ed. New York: Pitman Publishing Corp., 1960.

Reynolds, H. and Skimin, E. *Office Practice Typewriting*. New York: McGraw-Hill, 1960.

Insurance

Crist, G.W., Jr. *Corporate Suretyship*, 2nd ed. New York: McGraw-Hill, 1960.

Elliott, Curtis M. *Property and Casualty Insurance*. New York: McGraw-Hill, 1960.

Factory Mutual System. *Handbook of Industrial Loss Prevention*. 2nd ed. New York: McGraw-Hill. In press.

National Industrial Conference Board, Inc. *Business Interruption*, New York: National Industrial Conference Board, 1966.

White, A. Sandri. *Insurance Claims—Investigation and Adjusting*. Allenhurst, N.J.: Aurea Publications, 1965.

———. *Insurance Principles for Agents and Managers*. Allenhurst, N.J.: Aurea Publications. 1965.

Communication and Language Skills

Aurner, Robert R., and Burtness, Paul S. *Effective English for Business*, 5th ed. Cincinnati: South-Western, 1962. Study Projects (Workbook): Texts 1–3 and Final Examination, Instructor's Manual.

Grolier, TMI. *Modern English Spelling. A programmed textbook*, 2nd ed. New York: Grolier, 1961. ———. Punctuation, Modern English Series, A programmed textbook, 2nd ed. New York: Grolier, 1961.

Handy, Ralph S. *Business Correspondence in Practice*, 3rd ed. New York: Pitman Publishing Corp., 1962.

Monroe, Alfred J. *Digital Processes for Sampled Data Systems*. New York: John Wiley and Sons, Inc., 1962.

Olsen, J. *Step Up Your Reading Power Series*. New York: McGraw-Hill, 1966 and 1967.

———. *Programmed Reading for Adults Series*. New York: McGraw-Hill, 1965, 1966, and 1967.

Parkhurst, Charles C. *Practical Problems in English for Business*, 3rd ed. New York: Pitman Publishing Corp., 1962.

Reigner, Charles G. *College English for Business*, 2nd ed. Baltimore; H. M. Rowe Co., 1961.

Sheppard, M. *Plain Letters—The Secret of Successful Business Writing*. New York: Simon and Schuster, 1960.

U.S. Government Printing Office. *Style Manual*. Washington: U.S. Government Printing Office, current edition.

Business Principles and Organization

Lynn, R. A. *Basic Economic Principles*. New York: McGraw-Hill, 1965.

McNaughton, W. L. *Introduction to Business Enterprise*. New York: John Wiley and Sons, Inc., 1960.

Office Machines

Straub, Lura Lynn and Gibson, E. Dana. *Liquid Duplicating Systems*. Dubuque, Iowa: William C. Brown Co., 1960

Business Mathematics

Dutton, W. H. and Adams, L. J. *Arithmetic for Teachers*. Englewood Cliffs, N.J.: Prentice-Hall, 1961.

Kanger, E. M. and Schaaf, W. L. *Essentials of Business Arithmetic*. Boston: D.C. Heath, 1960.

Snyder, L. R. *Essential Business Mathematics*, 4th ed. New York: McGraw-Hill, 1963.

Teachers' References

Daughtrey, Anne Scott. *Methods of Basic Business Education*. Cincinnati: South-Western, 1965.

Delta Pi Epsilon. *Bibliography of Teaching Materials in Business Education*. New York: New York University Press.

Dictionary of Bookkeeping and Accounting Terminology, rev. ed. Cincinnati: South-Western, 1962.

Dutton, W. H. and Adams, L. J. *Arithmetic for Teachers*. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1961.

Fowler, F. P. and Sandberg, E. W. *Basic Mathematics for Administration*. New York: John Wiley and Sons, Inc., 1961.

Harms, H. *Methods in Vocational Business Education*, 2nd ed. Cincinnati: South-Western, 1963.

Tonne, H. A. *Principles of Business Education*, 3rd ed. New York: McGraw-Hill, 1960.

Tonne, H. A., Popham, E., and Freeman, M. H. *Methods of Teaching Business Subjects*, 3rd ed. New York: McGraw-Hill, 1962.

Periodicals, Guides, and Directories

Administrative Management. Geyer-McAllister, 212 Fifth Ave. New York, N.Y. 10010

American Business. 4660 Ravenswood Ave., Chicago, Ill. 60640.

American Business Education Yearbooks. New York University Bookstore, Washington Sq., New York, N.Y. 10010

Business Education World. McGraw-Hill, Inc., 330 W. 42 St., New York, N.Y. 10036

Business Management. Management Magazines, Inc., 22 W. Putnam Ave., Greenwich, Conn. 06830

Business Newsmagazine. Alsen Publishing Co., 1445 N. Fifth St., Milwaukee, Wis. 53212

Business Screen. Business Screen Magazine, Inc., 7064 Sheridan Rd., Chicago, Ill. 60626

Business Teacher. McGraw-Hill, Inc., 330 W. 42 St., New York, N.Y. 10036

Check List of All Available Teaching Aids. Prentice-Hall, Inc., Englewood Cliffs, N.J. 07632

Directory of Films about Property, Casualty and Surety Insurance. Insurance Information Institute, 110 William St., New York, N.Y. 10038

Directory of 2660 16-mm. Film Libraries. Department of Health, Education, and Welfare, Washington, D.C. 20202

Eastern Business Teachers Association Yearbooks. Somerset Press Somerville, N.J.

Educators Guide to Free Films. Educators Progress Service, Dept. AVG, Randolph, Wis. 53956

Educators Guide to Free Slidefilms. Educators Progress Service, Dept. AVG, Randolph, Wis. 53956

Office. Office Publications, 60 E. 42 St., New York, N.Y. 10017

Typewriting News. South-Western Publishing Co., Inc., 5101 Madison Rd., Cincinnati, Ohio 45227

The Typing Teacher. 4006 Carlisle Ave., Baltimore, Md. 21216

Visual Aids for Business and Economic Education, rev. 1961 (Monograph 92). South-Western Publishing Co., Inc., 5101 Madison Rd., Cincinnati, Ohio 45227

Visual Aids and Reading References on Business Careers (Monograph 84). South-Western Publishing Co., Inc., 5101 Madison Rd., Cincinnati, Ohio 45227

Films and Filmstrips

The following abbreviations are used in film and filmstrip descriptions. Silent filmstrips do not have running times listed.

BW—Black and white	MP—Motion picture
Col—Color	Si—Silent
FS—Filmstrip	So—Sound
Min—Running time in minutes	

Accounting and Calculating Machines. MP-So-BW-12 min. Teaching Aids Exchange.

As Others See Us. MP-So-BW-10 min. British Information Service.

Automation. A CBS NEWS "See It Now" Production. MP-So-BW-34 min. McGraw-Hill.

Banks and Credit. MP-So-BW-10 min. Coronet Instructional Films.

Base and Place. MP-So-BW-30 min. University of Colorado.

Basic Typing—Machines Operations. MP-So-BW-30 min. United World Films, Inc.

Better Typing at Your Fingertips. MP-So-Col-30 min. Modern Talking Picture Service.

Building Typing Skills. MP-So-Col/BW-11 min. Coronet Instructional Films.

Business Education Series. 6 FS-Si-Col. McGraw-Hill.

Business Etiquette Series. 11 FS-Si-BW. McGraw-Hill.

Data Processing for Hospitals. MP-So-Col-16 min. International Business Machine Corp.

Donald in Mathmagic Land. MP-So-Col-28 min. University of Michigan.

Do You Know Your Typewriter? FS-Si-BW. Society for Visual Education.

Effective Listening. MP-So-BW-15 min. McGraw-Hill.

Eight Parts of a Business Letter. MP-So-Col/BW-11 min. Coronet Instructional Films.

Electric Typing Time. MP-So-Col-20 min. International Business Machine Corp.

Filing Procedures in Business. MP-So-Col/BW-11 min. Coronet Instructional Films.

Fundamentals of English Series. 6 FS-Si-Col. McGraw-Hill.

General Mathematics—Business Mathematics Course. 25 FS-Si-BW. (Teacher Manual) Educational Developmental Laboratories.

Grammar: Verbs and Ways We Use Them. MP-So-Col/BW-11 min. Coronet Instructional Films.

How To Be Well Groomed. MP-So-Col/BW-10 min. Coronet Instructional Films.

How to Give and Take Instructions. MP-So-Col/BW-16 min. Coronet Instructional Films.

How to Investigate Vocations. MP-So-Col-11 min. Coronet Instructional Films.

How to Keep a Job. MP-So-Col-11 min. Coronet Instructional Films.

Is There Communication When You Speak? MP-So-Col/BW-17 min. McGraw-Hill.

It Must Be Somewhere. MP-So-BW-30 min. Remington-Rand, Division of Sperry Rand Corp.

Know Your Typewriter. MP-So-Col/BW-11 min. Coronet Instructional Films.

Look It Up! (Dictionary Habits). MP-So-Col/BW-11 min. Coronet Instructional Films.

A Manner of Speaking. MP-So-Col/BW-28 min. Indiana Bell Telephone Co.

Meaning of Percentages. MP-So-BW-10 min. Business Education Films.

A Message to No One. MP-So-Col-25 min. Champion Paper and Fiber Co.

Modern Business Machines. MP-So-BW-20 min. Teaching Aids Exchange.

More Than Words. MP-So-Col/BW-14 min. Henry Strauss and Co.

Office Courtesy—Meeting the Public. MP-So-Col/BW-12 min. Encyclopaedia Britannica Films, Inc.

Office Etiquette. MP-So-Col-15 min. Encyclopaedia Britannica Films, Inc.

Office Supervisor's Problems. Six 3-min. films with a discussion leader's manual. MP-So-Col/BW. McGraw-Hill.

The Office Supervisor's Problems Series. 8 MP-So-Col-8 min. McGraw-Hill.

Office Teamwork. MP-So-Col/BW-12 min. Encyclopaedia Britannica Films, Inc.

Pay to the Order of. MP-So-BW-10 min. Public Relations Council, American Bankers Association.

Percents and Percentage Series. FS-So-Col/BW. Society for Visual Education, Inc.

Personal Qualities to Job Success. MP-So-Col-11 min. Coronet Instructional Films.

Polish Up Your Personality. FS-Si-Col. Society for Visual Education, Inc.

Production 5118. MP-So-Col-28 min. Champion Paper and Fibre Co.

Shortcuts in Typing. MP-So-30 min. Educators Progress Service.

The Small World of John J. Pennyfeather. MP-So-Col-50 min. Employers Mutual of Wausau.

The Stencil. FS-So-Col-22 min. A. B. Dick Co.

Supervisory Problems in the Office. 12 FS-So-BW/Col-11 min. per filmstrip. McGraw-Hill.

Ten-key Touch Training Course. 25 FS-Si-BW. (Operator's and instructor's manuals) Educational Developmental Laboratories.

Tips on Typing. MP-So-BW-21 min. Underwood Corp.

Type Right. MP-So-BW-10 min. Teaching Aids, Inc.

Typing-keyboard Introduction Course, 2nd ed. 10 FS-Si-BW. (Student and teacher manuals) Educational Developmental Laboratories, McGraw-Hill.

Typing Skill Development Course. 25 FS-Si-BW. (Student and teacher manuals) Educational Developmental Laboratories.

What is a Business? MP-So-Col-11 min. Coronet Instructional Films.

What is a Corporation? MP-So-Col/BW-11 min. Coronet Instructional Films.

Why Punctuate? MP-So-Col-11 min. Association Films, Inc.

Writing Better Business Letters. MP-So-Col/BW-10 min. Coronet Instructional Films.

You're on the Team. MP-So-Col-20 min. Eastman Kodak Co.

Your Telltale Voice. MP-So-Col-18 min. Bell Telephone Co.

U.S. GOVERNMENT PRINTING OFFICE: 1970